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ABSTRACT

Evaluation of the CETA/EBCE (Comprehensive Employment and Training Act/Experience Based Career Education) Field Learning Program at eight sites in Montana showed the program to be successful in helping high school students explore careers. The system was generally successful in achieving program outcome objectives: varied types of students were enrolled, students completed projects, students received credit, and private sector resources were involved. Most student outcome objectives were met, with the program being especially successful in increasing students' information about the careers they explored: developing students' awareness of a variety of career options: and aiding the development of the two school-to-work transition skills of job seeking and job holding, and understanding the need for basic skills in jobs as measured by self-reports. Less successful outcomes were in the area of student attitudes: students did not show marked increased motivation toward learning as a result of project activities, nor did they show a much more positive attitude toward planning their future education/careers. In addition, students were not very successful in relating information they gained about themselves to career options, and they did not sample as wide a variety of career options as would be ideal. Field resource persons, school staff, and parents were very favorable toward the program. Recommendations included revising objectives and devising methods of meeting them, as well as new methods of evaluation: and doing a follow-up study on student participants. (KC)

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EVALUATION REPORT

MONTANA CETA FIELD LEARNING PROGRAM
Fiscal Year 1980

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Helena, Montana

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October, 1980

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INTRODUCTION

The 1979-80 school year was the first full year of operation for the Montana CETA/EBCE Field Learning Program. The program first became operational in terms of student involvement with the beginning of the second semester of the 1978-79 school year. The following background information is provided for readers who are not familiar with the origin of the program.

The Youth Employment and Demonstration Projects Act of 1977 was enacted to serve a number of goals. Perhaps the most persuasive reason for passing the act was the interest in reducing unemployment among youth. Once YEDPA became law, there was strong national pressure for creating a great number of employment and training opportunities over a relatively brief period of time. Simultaneously, the laws emphasized the importance of improving coordination between school and employment and training systems in order to provide CETA eligible youth with the activities which promote a smooth education to work transition. It was the intent of YEDPA to assure that provisions were made by prime sponsors to coordinate with local education agencies for the awarding of high school credit for work experience engaged in by CETA youth participants as well as various other services in the area of career decision-making which these youth should receive.

The concept of field learning outside the traditional classroom is one that proved successful for numerous educational programs. In Montana, the Great Falls Public Schools had been extensively involved in Career Education since 1963. Most recently they had been working on a project to expand, improve, or develop new cooperative vocational education and work experience programs by adopting elements of existing, nationally recognized experience based career education projects.

In Montana, the Governor's Employment and Training Council recognized the importance of coordinating with local education agencies for the purpose of accomplishing the goals of the Youth Employment and Demonstration Projects Act. Because the Great Falls Public Schools expressed an interest and had an extensive background in experience based career education, the two agencies entered into an agreement to develop Montana's Field Learning Program.

The Great Falls Public Schools working with the Governor's Employment and Training Council and the Far West Laboratory for Educational Research and Development in San Francisco began to coordinate the development of a system for the delivery of experience-based career education to youth enrolled in CETA Youth Programs in Montana.

The subgrant with Great Falls School District Number 1 provided for the position of a Project Specialist to coordinate the training of Field Learning Coordinators in each school district involved in the

program, and the overall coordination of the program among the districts. Training opportunities for various staff involved with this model program were also an aspect of the agreement.

After distributing general information about the project throughout the state and then hosting an orientation session for interested districts, the Governor's Employment and Training Council entered into contracts with seven school districts who signed Local Education Agreements during the Spring of 1978. These agreements provided for professional services to be offered from November 1, 1978 to June 30, 1979 for one Field Learning Coordinator in each of the following districts: Butte, Great Falls, Havre, Kalispell, Miles City, Glendive and Missoula. The Field Learning Coordinators were certified professionals who implemented the local designs for high school credit activities.

Sites added later and operational during some or all of the 79'-80' school year were Helena Public Schools; Mountain View School for Girls, Helena; Montana School for the Deaf and Blind, Great Falls; and Pine Hills School for Boys, Miles City.

The integrated Youth Services Delivery System developed for FY'78 CETA youth programs remained the framework with which the Field Learning Program operated. The Human Resource Division of the Department of Community Affairs received a subgrant from GETC to develop contracts with local Human Resources Councils for providing recruitment, selection, counseling, supportive services and referral to CETA Youth. The

Employment Security Division of the Department of Labor and Industry remained responsible for developing employability plans for participants and arranging classroom training. Field Learning Coordinators were to work closely with both agencies in each locale to avoid duplication of services and to function as the primary contact within the school district for HRDC and ES staff. The role and duties of the coordinator were to be clearly distinct from those of HRDC and ES staff, and focus primarily on academic dimensions of youth activities.

Great Falls School District Number 1 arranged for the Far West Laboratory to provide training for evaluators from the Governor's Employment and Training Council, HRDC Counselors and Project Specialists, and Field Learning Coordinators. The training involved establishing methods for assessing progress toward the objectives as well as development and operation of the program at each site.

The State Coordinator, Penny Loucas, provided training for Learning Coordinators and HRDC Counselors as replacements were needed and as new sites were added. She also arranged workshops and other inservice training throughout the time of the program.

In addition to arranging for original training, staff from the Career Education Office of the Great Falls Public Schools assisted in training, served in an advisory capacity to the Governor's Employment and Training Council, and contracted with the Far West Educational Lab for assistance with the evaluation.

The evaluation plan for the opening semester of the program was developed by the Field Learning Coordinators, the Project Specialist, the representatives from the Great Falls Schools, and a consultant from the Far West Lab. It was agreed that the initial evaluation would focus essentially on whether it was possible to implement the program as desired. Since the program being developed was a modification rather than a copy of the Lab's Experience Based Career Education Program, the group developed its own implementation objectives.

Working with evaluation tools that had been utilized by the Far West Lab in evaluating EBCE programs, the Field Learning Coordinators and a representative of the Far West Lab worked to modify and adapt the instruments so they would provide evaluation data on the implementation objectives. The final version of the instruments was developed by the Far West Lab.

After the evaluation of the first semester was completed, the State Coordinator, representatives of the Far West Lab, the GETC, the HRDC, and the Great Falls Public Schools met to modify and revise the objectives. Length of surveys and questionnairs was also changed and new items developed where necessary.

It then became the responsibility of the Field Learning Coordinators to gather the data at their respective sites. In some cases the coordinators completed the evaluation forms; in others they were completed by students, school staff, HRDC Counselors, and community

resource persons. All the material was sent to the Far West Lab. At the lab, the data was computerized and analyzed. It was then interpreted to the Career Education staff in Great Falls who proceeded to write-up the final report which follows.

BODY OF THE REPORT

Introduction

The body of this report is organized according to the objectives which were originally established by field learning coordinators, representatives of the Governor's Employment and Training Council, Human Resource Development Councils, and representatives from the Far West Educational Laboratory. At that time they were identified as Implementation Objectives. That term has continued in use though the entire list of objectives (Appendix A) involves considerably more than implementation.

In order to make this section of the report more readable, only the data or portions of tables directly related to the objective under discussion is presented. In many cases the reader is referred to the appendix for more detailed tables showing comparisons across sites or of various related factors.

Discussion

I. Program Outcomes

A. Enrollment

Program enrollment will involve a cross section of students on such variables of sex, ethnicity, and scholastic achievement (previous GPA).

Although enrollment information was gathered during both first and second semesters and is presented in Appendix (B), the discussion will

utilize only second semester data because that is the point at which all eight sites were fully operational. The data as presented in Table 1 also includes information on the number of years the students had been in high school. While this was not a part of the objective, it does give a more complete picture of the programs and may suggest whether the emphasis of a particular site was more on planning and motivation for the rest of high school or preparation and entry into the job market.

Considering all sites together, 54% of the students enrolled were female and 46% were male which would indicate a fairly reasonable balance. Some sites, however, were definitely uneven in terms of male-female enrollment. Butte enrolled 71% female students, Helena and Kalispell had 65% and Missoula 59%. Sites which seemed to enroll an unequal number of boys were Miles City with 70% and Glendive 60% male.

With a small number of students enrolled, two more boys or girls can create a fairly impressive percentage figure. However, the figures for Butte and Miles City seem extreme enough that personnel might want to examine their program and/or recruitment procedures.

Taking all programs together there was almost a normal distribution of student grade point average spread over D, C, and B, with 65% of the students having a GPA of "C". Great Falls and Havre enrolled the greatest number of "D" students. Thirty-eight percent of the students enrolled in Great Falls had a GPA of "D" as did 25% of those enrolled in Havre. Missoula only reported the GPA of one student.

TABLE 1

ENROLLMENT DATA

SEMESTER 2

	Sex		Years in H.S.				Grade Point Ave.					Ethnicity			
	F	M	0-1	1-2	2-3	3	F	D	C	B	A	Am. Ind.	Bla,	Chi-Cano	Whit
Butte	15	6	0	6	10	7	0	2	15	3	1	2	0	3	17
Glendive	4	6	3	0	2	5	0	1	7	2	0	0	0	0	10
Great Falls	7	9	0	4	6	6	0	6	9	1	0	8	0	0	8
Havre	7	6	2	8	3	0	0	3	7	2	0	7	0	0	6
Helena	11	6	0	3	9	5	0	1	12	3	0	0	0	0	17
Kalispell	11	6	0	6	6	5	0	2	11	4	0	1	0	0	16
Miles City	5	14	3	6	5	5	0	1	4	2	0	0	0	1	18
Missoula	13	9	0	16	4	2	0	0	0	1	0	2	1	0	18
TOTAL	73	62	14	49	43	37	0	16	65	18	1	20	1	3	110

It is interesting to note that only Havre and Great Falls had a significant number of American Indian students enrolled. Eight of the sixteen students in Great Falls were American Indian and seven out of thirteen in Havre were Indian. Whether or not there is a relationship between the number of students with low grade point averages in Havre and Great Falls and the number of Indian students would need further study.

The figures on the number of minority students enrolled in the program are limited in meaning since the number of minority students in the various communities and the number of minorities compared to white students who were CETA elibable is not known.

In examining the data on "years in high school," it is important to remember that most of the schools do not include a ninth grade as part of the high school program. However, Havre and Missoula do stand out as having more students enrolled in the lower grades. While this may not be of major importance, it could be the result of the focus of the program and it should have some influence on the content of the program as indicated earlier.

B. Projects

EBCE students will complete projects satisfying local criteria for credit/quality.

In addition to enrolling and retaining students, there was a desire and necessity to plan and conduct activities through which the students could develop the necessary skills and understandings. One of these "program goals" was that students would complete pro-

jects utilizing their EBCE learning sites and thereby receive credit. Generally speaking, a learning project was organized around a topic or issue relevant to a career or discipline, includes significant questions that require for their answer planned learning experiences at resource sites and the use of other information sources such as related readings; includes activities that required the student to apply communications, interpersonal, and/or computational skills in practical, career related situations; and it resulted in demonstrable growth toward stated goals that the student had helped to develop.

Table 2 shows that for the first semester 84, or 73% of the students completed projects, but 94 or 82% received credit. While second semester 101 or 74% completed projects and 104 or 76% received credit. Second semester results are more in keeping with the desired objective of the program. While the figures for second semester do not show that the students not completing projects were the same ones not receiving credit, it seems that they very likely were because of the similar pattern at each site.

Although nearly 25% of the students enrolled did not receive credit and complete projects second semester; of those students who stayed in the program until the end of the semester, 92% received credit.

This data suggests that the objective is indeed being met: that is, students are completing projects that satisfy local criteria for credit.

TABLE 2

COMPLETIONS, DROPS, PROJECTS and CREDITS

	Number Enrolled	Number Completing Semester	Moved Before Completion	Withdrew From EBCE Only	Withdrew From School	Completed One or More Projects	Received No Credit	Received 1/2 Credit	Received 1 Credit
FIRST SEMESTER									
Butte	21	18	1	2	0	20	2	19	0
Glendive	11	9	2	0	0	6	2	9	0
Great Falls	19	13	0	3	3	12	6	2	11
Havre	9	9	0	0	0	3	1	8	0
Helena	NO PROGRAM FIRST SEMESTER								
Kalispell	18	18	0	0	0	16	2	16	0
Miles City	15	13	1	1	0	11	2	0	13
Missoula	22	17	0	0	5	16	6	0	16
TOTAL	115	97	4	6	8	84	21	54	40
SECOND SEMESTER									
Butte	19	15	0	1	0	16	5	14	0
Glendive	10	9	0	0	1	9	1	9	0
Great Falls	16	11	0	1	4	9	5	2	9
Havre	13	10	0	0	2	7	4	9	0
Helena	17	10	2	1	4	6	8	7	9
Kalispell	17	17	0	0	0	17	3	14	0
Miles City	19	13	2	1	3	13	5	1	13
Missoula	25	24	0	0	0	24	1	3	2
TOTAL	136	109	4	4	14	101	32	59	45

It is interesting to examine the data on the number of projects being completed as presented in Table 3. One's first reaction may be that many students were not completing projects, but as discussed before, these appear to be those same students who were moving or dropping out of school.

During first semester no students did more than one project at 3 sites: Butte, Great Falls, and Havre. Second semester Helena and Great Falls reported no students completing more than one project. This suggests that most sites were encouraging students to do more than one project. Whether sites in which students completed only one project were demanding more quality or content in the projects is not clear. It is also possible that these sites were placing more emphasis on other learning activities.

It seems worth noting that Great Falls was having students do only one project but also had more students with low GPA's enrolled as well as the highest percent of students dropping the program or school.

During second semester, 136 students enrolled in the eight programs, and 109 completed. Four moved, four stayed in school but dropped out of EBCE and 14 left school entirely - which leaves 5 unaccounted for. Eighty-two percent of those completing the program had moved or dropped out of school as opposed to dropping out of EBCE. At this time, the reasons students who were remaining in school dropped out of the EBCE program are not apparent. Additional

TABLE 3

NUMBER OF PROJECTS COMPLETED

Semester 1

Site	Projects				Credits		
	0	1	2	3+	0	1/2	1
Butte	1	20	0	0	2	19	0
Glendive	5	2	3	1	2	9	0
Great Falls	7	12	0	0	6	2	11
Havre	6	3	0	0	1	8	0
Helena	NO PROGRAM FIRST SEMESTER						
Kalispell	2	12	4	0	2	16	0
Miles City	4	3	8	0	2	0	13
Missoula	6	6	10	0	6	0	16
TOTAL	31	58	25	1	21	54	40

Semester 2

Projects				Credits		
0	1	2	3+	0	1/2	1
3	8	8	0	5	14	0
1	5	1	3	1	9	0
7	9	0	0	5	2	9
6	4	3	0	4	9	0
11	6	0	0	8	7	2
0	13	4	0	3	14	0
6	8	5	0	5	1	13
1	12	12	0	1	3	12
35	65	33	3	32	59	45

correlations of the various data collected might present some reasons, but the number dropping only the EBCE program do not seem so large as to warrent a special study at this time.

C. Job Sampling

EBCE students will engage in planned, on site activities with resources in the private sector.

Because the projects required utilization of community sites and because the program was to be experience based, the development of work and job sampling (career exploration) sites in the community was critical. It has generally been easier to provide job sampling for young people by utilizing jobs in the public sector: possibly because the public sector is more oriented to serving young people. However, if it were possible to utilize both the public and private sector a greater variety of sites and different career fields would be available. Consequently, involving students in the private sector has remained as one of the objectives of the program.

Table 4 compares the number of samplings in the public and private sectors. Overall figures are somewhat difficult to interpret because Missoula provided no information on private sector samplings for 4 students and no information about the number of public sector samplings for 15 students. Since it was possible to indicate "no samplings" but that catagory was not used, one can only guess at what Missoula students did.

However, of the samplings being reported, 103 were in the private sector and 88 in the public sector. This would indicate

TABLE 4

PRIVATE/PUBLIC SECTOR SAMPLING

	Private Sector Sampling							Public Sector Sampling					
	0	1	2	3	4	5+		0	1	2	3	4	5+
Butte	4	15	0	0	0	0		5	14	0	0	0	0
Glendive	0	2	4	4	0	0		0	8	0	2	0	0
Great Falls	8	6	2	0	0	0		10	6	0	0	0	0
Havre	2	0	2	1	2	6		0	4	5	3	0	1
Helena	10	3	4	0	0	0		6	7	4	0	0	0
Kalispell	1	3	6	4	1	2		6	6	5	0	0	0
Miles City	3	3	6	5	1	1		5	6	5	1	1	1
Missoula	1	13	7	0	0	0		1	9	0	0	0	0
TOTAL	29	45	31	14	4	9		33	60	19	6	1	2

that the objective of utilizing the private sector is being met.

Additional support that the objective was being met is garnered from the observation that at most sites there seemed to be a balance in the number of students sampling in the public and private sector. The exceptions were Havre which had 2 more students in the public sector and Helena which had 4 more in the public than private sector. The fact that this was Helena's first semester in the program may have been a factor here.

Kalispell reported the greatest difference in the direction of sampling in the private sector with 5 more being in the private sector.

D. Credit

EBCE students will earn high school credit toward graduation through the EBCE - Field Learning Program.

As mentioned before and shown in Table 2, a large number of students who enrolled in the program each semester did not receive credit - 21 first semester and 32 second semester. If, however, only those who completed the program are considered, the first semester only 3 students did not receive credit and second semester only 5. In other words first semester 97% of the students who completed received credit and second semester 95% received credit.

Since the credit given at all sites did count toward graduation the objective was clearly being met.

II. Student Outcomes

A. Attitudes

1. EBCE students will show increased motivation toward learning as a result of project activities. This will be agreed upon by the student and Field Learning Coordinator (FLC) using the Career Development Checklist.

This objective was evaluated by using the Career Development Checklist (Appendix F) on which the instructor and student worked together to rate the student's growth. It was also possible to utilize the Student Perceptions Survey (Appendix E) in which the students rated various aspects of the program.

The item on the Career Development Checklist was: "Students will demonstrate a positive attitude toward continued and active learning." Of all the items on the checklist, this one seemed to have the lowest rating. (Table 5) Fifteen percent of the students had ratings of little or no growth, 46% showed some growth, and 38% much growth. So while it would appear that some growth is taking place it does not appear to be as significant as in the other areas rated.

In the Student Perceptions Survey, the students were asked, "In comparison with your past experiences in school, how motivated were you to learn in the career education program?" The students rated the item as Very Little, Little, Much, or Very Much. Table 6 presents the mean ratings, and shows that this item, just as the "attitude toward learning" item on the Career Development Checklist received the lowest ratings of any item.

TABLE 5

CAREER DEVELOPMENT CHECKLIST
Student Growth (Second Semester)

Rating Scale: 1 = No or little growth, 2 = Some growth, 3 = Much Growth

	Attitude Toward Planning			Attitude Toward Learning			Career Knowledge			Career Planning			Self-Responsibility			Self-Knowledge			Job Skills		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Butte	0	6	11	0	7	10	1	6	10	0	7	10	0	6	11	0	3	14	1	1	15
Glendive	1	4	3	1	5	3	0	4	5	2	3	4	0	4	5	0	1	8	0	2	7
Great Falls	0	5	6	1	7	3	2	6	3	1	5	5	1	3	7	0	9	2	0	4	7
Havre	2	6	4	1	7	4	1	5	6	2	8	2	1	7	4	2	5	5	0	7	5
Helena	3	6	1	4	2	4	1	1	8	2	5	3	3	4	3	2	2	6	3	6	1
Kalispell	0	5	12	0	5	12	0	2	15	0	0	17	0	5	12	0	0	17	0	2	15
Miles City	6	10	3	7	10	2	2	9	8	5	6	8	7	5	7	3	10	6	1	13	5
Missoula	3	4	10	3	9	5	2	11	5	3	9	6	4	7	7	2	10	5	1	9	8
TOTAL	15	46	40	17	52	43	9	44	60	15	43	55	16	41	46	9	40	63	6	44	63
PERCENT	14%	42%	45%	15%	46%	38%	8%	39%	53%	13%	38%	49%	14%	36%	49%	8%	35%	56%	5%	39%	56%

The mean rating was 3.09. However a 3 would be equivalent with Much, which would seem to indicate the students felt they were about as motivated for this class or program as for others. At two sites, Glendive and Havre, the students seemed to feel the program was of little help.

Overall, students from Miles City showed the least growth in Attitude Toward Learning (Table 7) with a mean rating of 1.74 on the three point scale with one being Little or No Growth. Helena appears to be fairly close to Miles City when one takes the standard deviation of the means into consideration. Kalispell and Butte showed the greatest growth with means of 2.71 and 2.59.

There seems to be some relationship between the growth ratings and the focus of activities at each site as shown in Table 8. However a statistical correlation of these data was beyond the time and financial resources of this study.

The program seemed to have moderate success in meeting this objective but this certainly was not one of the high success areas.

2. EBCE students will show a more positive attitude toward planning their future education/careers as a result of project activities. This will be agreed upon by the student and FLC using the Career Development Checklist.

The Career Development Checklist item used was, "Students will have a positive attitude toward planning their future education, career, and lifestyles." Fifty percent of the students had some

TABLE 6

STUDENT PERCEPTIONS
How Helpful Was The Career Education Program In Your Own Experience

	Butte	Glendive	Great Falls	Havre	Helena	Kalispell	Miles City	Missoula	Total
Opportunity to find out more about career-related interests, abilities & values.	3.56	3.20	3.00	2.92	3.33	3.86	3.38	3.14	3.34
Learn about matching what you know about yourself with future career possibilities.	3.22	3.10	3.27	2.92	2.89	3.62	3.00	2.81	3.13
Expected to plan your own activities and manage your own time.	3.00	3.30	3.27	3.08	3.56	3.38	3.06	3.36	3.24
Expected to judge your own behavior and to accept responsibility for actions you took.	3.33	3.60	3.55	3.18	3.33	3.52	3.38	3.55	3.44
Improve your skills in getting along with and working with adults.	3.50	3.30	3.45	2.92	3.00	3.62	3.06	3.19	3.29
Comparing with past experience in school, motivated to learn in the program.	3.28	2.50	3.18	2.58	3.13	3.57	3.19	2.91	3.09
Aware of more job or learning opportunities open to you.	3.72	3.50	3.18	3.67	3.44	3.62	3.27	3.41	3.49

TABLE 7

CAREER DEVELOPMENT CHECKLIST
Mean Ratings On Student Growth

Rating Scale: 1 = No or little growth, 2 = Some growth, 3 = Much growth

		Attitude Toward Planning	Attitude Toward Learning	Career Knowledge	Career Planning	Self Responsi-bility	Self Knowledge	Job Skills
Butte	Mean	2.65	2.59	2.53	2.59	2.65	2.82	2.82
	Standard Deviation	.50	.51	.62	.51	.50	.40	.51
Glendive	Mean	2.25	2.22	2.56	2.22	2.56	2.89	2.78
	Standard Deviation	.71	.67	.53	.83	.53	.33	.44
Great Falls	Mean	2.55	2.18	2.10	2.36	2.55	2.18	2.64
	Standard Deviation	.52	.60	.70	.67	.69	.40	.50
Havre	Mean	2.17	2.25	2.42	2.00	2.25	2.25	2.42
	Standard Deviation	.71	.62	.67	.60	.62	.75	.51
Helena	Mean	1.80	2.00	2.73	2.10	2.00	2.40	1.80
	Standard Deviation	.63	.94	.67	.74	.82	.84	.63
Kalispell	Mean	2.71	2.71	2.89	3.00	2.71	3.00	2.88
	Standard Deviation	.45	.47	.33	.00	.47	.00	.33
Miles City	Mean	1.84	1.74	2.32	2.16	2.00	2.16	2.21
	Standard Deviation	.69	.65	.67	.83	.88	.69	.54
Missoula	Mean	2.41	2.12	2.17	2.17	2.17	2.18	2.39
	Standard Deviation	.80	.70	.62	.71	.79	.64	.61
TOTALS	Mean	2.32	2.23	2.45	2.35	2.35	2.48	2.50
	Standard Deviation	.70	.70	.64	.71	.72	.64	.60

TABLE 8

CAREER DEVELOPMENT CHECKLIST
Focus of Activities (Second Semester)

1 = Few or no activities toward this goal
2 = Some unplanned activities toward this goal
3 = Some planned activities toward this goal
4 = Project activities focused on this goal

	1				2				3				4				5				6				7			
	Attitude Toward Planning				Attitude Toward Learning				Career Knowledge				Career Planning				Self Responsibility				Self Knowledge				Job Skills			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Butte	0	0	8	9	0	2	6	9	1	3	3	10	0	0	10	7	0	2	9	6	0	2	5	10	0	1	4	12
Glendive	0	0	6	2	1	0	6	2	0	0	3	6	1	1	3	4	0	0	1	8	0	0	2	7	0	0	3	6
Great Falls	0	1	5	5	0	1	6	4	1	1	3	6	0	1	7	3	0	0	7	4	0	0	6	5	0	4	6	1
Havre	2	2	5	3	1	1	6	4	0	0	7	5	1	1	7	3	0	0	8	4	0	2	6	4	0	5	4	3
Helena	0	4	6	0	1	2	3	4	1	0	4	5	1	3	5	1	1	2	4	3	0	3	5	2	2	4	2	2
Kalispell	0	0	4	13	0	0	3	14	0	0	2	15	0	0	1	16	0	0	5	12	0	0	0	17	0	0	2	15
Miles City	0	0	14	5	0	0	17	2	0	0	11	8	0	0	12	7	0	0	13	6	0	0	13	6	0	0	13	6
Missoula	3	1	7	4	0	4	10	2	2	6	5	2	3	3	4	5	2	2	7	4	2	3	6	3	1	2	8	4
TOTAL	5	8	55	41	3	10	57	41	5	10	38	57	6	9	49	46	3	6	54	47	2	10	43	54	3	16	42	49
PERCENT	5	7	50	38	3	9	51	37	5	9	35	52	5	8	45	42	3	5	49	43	2	9	39	50	3	15	38	45

planned activities on this goal. (Table 8) In terms of student growth the mean rating was 2.32 with a S.D. of .70. A rating of 2 represented "some growth." (Table 7)

Independently from instructors, the students gave an indication of their perception of accomplishment of this objective when they rated the activities in the career education class and job explorations on a five point scale of 1, not successful to 5, very succussful in helping them to plan for a future career. (Table 9) The mean rating of all students was 4.05 and was one of the highest ratings students gave to the activities. Whether the concept of "attitude toward planning" in contrast to "planning" explains the difference between modest ratings in the area of growth and high student ratings of activities is a possibility. At any rate, the programs as a whole were making progress in meeting this goal.

Helena and Miles City students seem to be showing limited growth however, with the mean for Helena being 1.80 and Miles City 1.84. (One represents Little or no growth.) Interestingly the students' perception of the activities at those two sites were much higher. Helena students rated their activities at 3.78 (one being successful and 5 being very successful), and Miles City students rated their activities at 4.07. The focus of activities when compared to other sites would not seem to account for these ratings. One wonders if the learning coordinators and/or students were applying a more rigorous standard when rating student growth than when rating the program.

Students clearly saw the program activities as being of help in planning for a future career. Whether the program did much to develop a more positive attitude toward planning is not so clear although there were indicators of some growth. It's quite possible that students enrolling already had a positive attitude toward planning. And the term itself, "positive attitude toward planning", may have been too vague.

II. Student Outcomes

A. Attitudes

B. Career Awareness, Knowledge and Planning

1. EBCE students will increase their information about the careers they explore during project activities. This will be agreed upon by the student and FLC using the Career Development Checklist.

The Career Development Checklist item used was, "Students will demonstrate increased knowledge of the duties, requirements, and benefits of careers they explore." Considering all projects, more students had project activities focused on this goal than any other - 52%. (Table 8) This was also one of the three highest growth areas - receiving a mean rating of 2.45 on a scale of three with 2 indicating some growth. No site had a mean or less than 2.10. (Table 7)

When the students rated the degree to which the Career Education Program was helpful in making them aware of more job or learning opportunities open to them, their rating for all programs combined was

3.49 on a 4 point scale, 1 being very little and 4 very much. (Table 6) In examining the data, no site had a mean of less than 3.18.

As seen by both the field learning coordinators and the students, this was one of the areas of greatest success for the program.

Kalispell was rated higher than any of the other programs. Only two students were not rated as having this as a major focus of their project activities and the mean growth rating was 2.89.

2. The EBCE students, as a group, will show an awareness of a variety of career options at the end of the year, as measured by self-report items.

The evaluation of this objective was based on the students' response to two items: "How successful were the activities in your career education class and job exploration in helping you learn about possible careers?" and "Whether or not you have decided what you're going to do after high school, has this class made you aware of more job or learning opportunities open to you?"

The mean rating on the 5 point scale for learning about possible careers was 4.03. (Table 9) Kalispell had the highest rating, 4.48, and no site was below 3.58. The mean of 3.49 of 4 possible in the area of becoming aware of more job or learning opportunities was the highest of the seven goals rated by the students for the Career Education Program. (Table 6)

TABLE 9

STUDENT PERCEPTIONS
Activities in Career Education Class and Job Explorations
Mean Ratings of 5 Point Scale:
1-not at all successful for you to 5-very successful for you

	Butte	Glen-dive	Great Falls	Havre	Helena	Kali-spell	Miles City	Miss-oula	TOTAL
Learning from people at job site	4.00	4.00	4.27	3.58	3.89	4.48	4.27	3.82	4.06
Learning about possible careers	3.83	3.80	4.00	3.83	4.33	4.52	3.87	3.91	4.03
Improving basic skills	3.22	3.10	2.73	2.42	2.56	3.29	2.56	2.77	2.87
Learning about yourself	3.89	3.90	3.82	3.33	3.78	4.30	3.19	3.48	3.72
Managing your own time	3.39	3.70	4.09	3.25	3.78	4.05	3.13	3.27	3.55
Meeting with the HRDC Youth Counselor	3.65	2.90	3.82	3.33	3.13	4.38	2.53	2.71	3.35
Evaluating your own work	3.61	3.56	4.18	2.92	2.78	4.00	3.56	3.36	3.54
Learning to make decisions	4.11	3.90	4.36	3.58	3.67	4.19	3.81	3.95	3.97
Planning for a future career	4.17	3.80	4.00	3.36	3.78	4.71	4.07	3.90	4.05
Learning to communicate effectively with adults	4.22	4.00	4.27	3.42	3.78	4.33	4.06	3.76	4.01
Planning projects	4.00	3.80	3.55	2.67	3.56	4.19	3.73	3.41	3.66
Carrying out projects	3.78	3.90	3.45	3.00	3.33	4.14	3.93	3.23	3.63
Meeting with the Field Learning Coordinator	3.94	4.00	3.91	3.58	4.00	4.43	3.69	3.09	3.81
Showed the need for basic skills in getting and holding a job	4.33	4.20	4.09	3.33	3.89	4.71	3.69	3.81	4.05

It seems reasonable to say that from the students' point of view the program in general and the class and explorations were helping them to become aware of more job options. Without this awareness it would be difficult to hope for much achievement in the next outcome area - relating information about career options to information about self. This, of course, is one of the critical aspects of the career decision making process.

> 3. As a result of project activities, EBCE students will begin to develop, or will clarify, their career goals by relating information about career options to information about their own interests and abilities. This will be agreed upon by the student and FLC using the Career Development Checklist.

On the Career Development Checklist, students and field learning coordinators were asked to rate activities on the item, "Students will begin to develop, or will clarify, their career goals by relating information about career options to information about their own interests and abilities."

According to the checklist, 45% of the students were rated as having some planned activities toward this goal and 42% indicated project activities were focused on this goal. (Career Planning, Table 6) Thirty-eight percent of the students were rated as showing some growth. (Table 5)

When the students responded to the item, "Did the career education program this year help you to learn about matching what you know about yourself with future career possibilities?" the mean

rating for all sites was 3.13 out of four points. (Table 6) This was one of the two lowest rated areas on this scale, and 3 sites had a mean rating of less than 3 -- Missoula, Havre and Helena,

It seems the program was having less success in meeting this objective than in some others. While the basic information about jobs was presented - an area that received one of the highest ratings - and the programs seemed to be helping the students in knowing about themselves, (to be discussed under transition skills) there was an apparent difficulty in helping students relate these two kinds of information. Needless to say, this is an important aspect of the program and one that needs attention.

This higher level cognative ability, seeing relationships, is partially a process of maturation. However, attempts should be made to identify instructional/counseling strategies that will assist the students in this important area.

II. Student Outcomes

A. Attitudes

B. Career Awareness, Knowledge and Planning

C. Transition Skills (school to work)

1. EBCE students will demonstrate self-reliance and the ability for independent learning during project activities. This will be agreed upon by the student and FLC using the Career Development Checklist.

On this item from the Career Development Checklist (self-

responsibility, Table 8) 49% of the students had some planned activities toward this goal and 43% had project activities focused on this goal. The mean rating for student growth was 2.35 with 2.00 indicating some growth. (Table 7) No site had a mean of less than 2.00. Table 5 ratings on self-responsibility show that from all sites, 14% of the students were rated as showing no or little growth, 36% some growth, and 49% much growth. At Miles City, 37% of the students were rated as showing little or no growth. Helena and Missoula were only somewhat more successful with 30% and 22% showing no growth. The sites where students showed the most growth were Butte, 69% and Kalispell 71% showing much growth.

Additional information related to this objective was obtained from the student perceptions survey. When the students rated the career education program as a whole they were asked, "In the career education program this year, how much were you expected to plan your own time?" The mean for all sites was 3.24 with 3.00 being much. (Table 6) They were also asked, "How much were you expected to judge your own behavior and to accept responsibilities for the actions you took?" The mean in this area was 3.44 (Table 6) which might suggest that students were more involved in the evaluation proccess than in the actual planning.

For 49% of the students to show much growth in this rather difficult but important area seems like a significant achievement. There does seem to have been a group of students, and particularly at some sites,

who were not making much progress in developing self-responsibility. This, of course, could have been as much a problem of the student's background and other circumstances as of the program.

2. EBCE students will increase in the awareness of their interests, abilities, and values as a result of project activities. This will be agreed upon by the students and FLC using the Career Development Checklist.

On the Career Development Checklist 39% of the students indicated some planned activities toward this goal and 50% had project activities focused on this goal. (Table 8, Self-knowledge) In the area of growth, 8% showed no growth, 35% some growth, and 56% much growth. (Table 5, Self-knowledge)

When students were asked if the class and job explorations were successful in "learning about yourself," their overall rating was 3.72 out of a possible 5.00 points. (Table 9, Learning about yourself) This would indicate a moderate degree of success. Only one site approached being very successful and that was Kalispell with a rating of 4.30.

Students responded to the item, "Did the career education program this year give you much opportunity to find out more about your career-related interests, abilities, and values?" with an overall rating of 3.34 out of 4.00 possible points. (Table 7) The ratings for the overall program were somewhat higher than those of the class and activities. Again Kalispell was high with a rating of 3.86. Havre was having limited success with a rating of 2.92.

Considering the three different sets of ratings in this area, one can conclude that the program in general was meeting the objective fairly well. However, as pointed out earlier, even though the students were obtaining the knowledge, they were having more limited success in applying it in the area of career planning.

3. EBCE students will feel the EBCE program helped them to relate more effectively to adults, as measured by self-report items.

Two items in the student perceptions survey delt with this objective. In rating the activities in the class and exploration - which was intended to be a rating of the program itself - the students rated the activities' success in "learning to communicate effectively with adults." The mean rating (Table 9) was 4.01 of 5 points. Five sites had a rating of 4.00 or above indicating the students thought the process was quite successful. Havre was a little low with a rating of 3.42 which could probably best be characterized as mediocure.

In rating the helpfulness of the program or the value for the student in this area the students were asked, "Did the career education program this year help you to improve your skills in getting along with and working with adults?" The overall rating was 3.29 out of 4.00 possible with 3 being much and 4 very much. (Table 7)

The program does seem to be successful in this area. Once again Havre was falling short of the "much rating" receiving a 2.92.

Havre seems to receive somewhat lower ratings more often than other sites. It might be worth noting that Havre was one of the sites that enrolled more students with lower GPA's, more than 50% Indian students, did not produce as many projects, and was heavy on private sector sampling. The data does not demonstrate that these were the cause of Havre's lower ratings, but they bear consideration.

4. EBCE students will develop, or begin to develop, job seeking and job holding skills as judged by resource persons at job sites and students and FLC using the Career Development Checklist.

This important transition skill was evaluated by an item on the Career Development Checklist: "Students will develop or begin to develop job seeking and job holding skills. For example: filling out applications, interviewing, getting along with co-workers, relating to persons in position of authority."

Although project activities were not focused in this area to a greater extent than any other, 38% of the students indicated "some project activities" and 45% said project activities were focused in this area. (Table 8) This was the area in which the greatest amount or most student growth was rated as taking place. The mean for all sites was 2.50 out of 3.00. Butte had an average of 2.82 and Kalispell 2.88. Helena was the only site to really get a lower rating with 1.80. (Table 7)

The resource persons were also asked to rate this area although from a somewhat different perspective. They were asked, "How much

opportunity did the students [at your exploration site] have to learn in the area of job seeking skills?" Fifteen percent said none; 22% said little; 44% said some; and 18% said a lot. Since 71% said the program was very valuable, the fact that they did not see students as learning job seeking and job keeping skills does not seem to have been a problem for them.

Of course, the question of just what job seeking and job keeping skills are might be considered. On the Career Development Checklist an indication or sample was given. Clearly other items might be considered: basic skills, relating to adults, self responsibility - in fact many of the item discussed so far in this report. If one took this broad view of job seeking and keeping skills the conclusion would still be that the program was successful in at least beginning to develop these skills. If we keep to those specifically listed in the Career Development Checklist, we can conclude that this was one of the program's most successful aspects.

In the final analysis the real proof will be the degree to which these students are in fact able to find and keep jobs.

5. EBCE students will engage in program-related activities in reading as documented by the Program Activities Checklist.

6. EBCE students will engage in problem-related activities involving writing, as documented by the Program Activities Checklist.

7. EBCE students will engage in program-related activities involving oral communication, as documented by the Program Activities Checklist.

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These three objectives deal with the utilization of basic skills by the students. Throughout the development of the field learning program there was a concern that in some way students would improve their basic skill areas or see the importance of basic skills in their lives. Since the field learning coordinators were not involved in instruction in the basic skill areas, it was decided that an attempt would be made to determine the extent to which students were utilizing reading, writing, and oral communication skills. With the aid of field learning coordinators, activities in each of these areas were identified and at the end of the year field learning coordinators were asked to rate the extent to which each student had been involved in the various activities. The rating form was identified as the Program Activities Checklist. (Appendix G)

Since the above three objectives all deal with basic skills, they will be discussed together.

Table 10 shows the average ratings for students at each site for each of the 9 activities. The first three deal with reading, numbers 4, 5, 6 are writing and 7, 8, 9 involve oral communication.

In compiling the data for the table it became apparent that almost all students enrolled in the program were being rated rather than just those who completed the program. Many sites had students who did not complete the program and most of those not completing dropped out of school as opposed to just quitting the program. The

data does not show when during the semester students dropped. The point is that the program cannot be held responsible for most of those who did not finish, and the Program Activities Checklist data would take on an entirely different look if it had been compiled only on the basis of students who completed the program.

As it is, most sites appeared to be having students complete at least a minimum requirement in each activity - with the exception of Great Falls. It might be pointed out that Great Falls along with Miles City had the highest percentage of students who did not complete the program.

The actual numbers of students receiving ratings in each catagory at each site are shown in appendix L.

Even though students who did not complete the program were included, thus confusing the picture, it seems apparent that in general, students were less involved in writing activities than in the other areas. (Table 10) Writing letters (item E) had a mean of only 1.90 and completing job application forms (item F) had a mean of 1.95. Either learning coordinators did not feel these activities were important (which would be unusual since they are a part of nearly all published career programs) or students were unwilling to participate.

Considering that the ratings reported were generally above 2.00 and that they include students who did not complete the pro-

TABLE 10

PROGRAM ACTIVITIES CHECKLIST
Basic Skills

MEAN RATINGS

	Reading			Writing			Oral Communication			
	A	B	C	D	E	F	G	H	I	
Butte	2.71	2.62	2.52	2.33	2.05	2.52	2.05	2.19	2.38	mean
	0.56	0.67	0.75	0.86	0.80	0.87	0.74	0.81	0.86	S.D.
Glendive	1.90	2.10	2.10	2.30	2.40	2.33	2.50	2.30	2.70	mean
	0.88	0.57	0.99	0.48	0.52	0.50	0.53	0.67	0.48	S.D.
Great Falls	1.81	1.81	1.69	1.69	1.56	1.06	1.88	1.69	1.89	mean
	0.75	0.54	0.70	0.48	0.63	0.25	0.72	0.60	0.81	S.D.
Havre	2.08	2.92	2.08	2.85	1.85	1.92	1.85	2.38	2.54	mean
	0.76	0.28	0.64	0.38	0.38	0.28	0.38	0.65	0.66	S.D.
Helena	2.40	2.90	2.30	2.70	1.00	1.10	2.40	2.30	2.30	mean
	0.52	0.32	0.67	0.67	0.00	0.32	0.70	0.67	0.67	S.D.
Kalispell	3.00	3.00	2.94	3.00	2.88	1.94	3.00	3.00	3.00	mean
	0.00	0.00	0.24	0.00	0.33	0.24	0.00	0.00	0.00	S.D.
Miles City	2.16	2.52	2.21	2.11	1.53	2.04	2.21	2.21	1.95	mean
	0.60	0.61	0.79	0.74	0.77	0.62	0.71	0.71	0.78	S.D.
Missoula	2.28	2.06	2.17	2.44	1.70	2.30	2.44	2.39	2.28	mean
	0.57	0.66	0.86	0.51	0.85	0.59	0.78	0.70	0.67	S.D.
TOTAL	2.33	2.49	2.27	2.40	1.90	1.95	2.39	2.31	2.35	mean
	0.71	0.66	0.79	0.70	0.81	0.73	0.72	0.72	0.76	S.D.

The nine columns lettered across the table refer to the nine items listed below. The mean ratings for the 3 point scale are shown along with the standard deviation.

The scale was:
1- Did not do
2- Completed minimum requirements or did it only once
3- Did this frequently

A. Read articles about the career or business (s)he is exploring.

B. Read a Resource Guide and demonstrate understanding of it's format and content.

C. At a job site, read and comprehend materials used by persons to prepare for and do their job.

D. Complete satisfactory project sketch(es).

E. Write letters requesting information and/or thanking resource persons for their assistance.

F. Complete job application form(s).

G. Transact business on telephone, e.g., make appointment with resource person stating name, purpose for calling, and areas of interest.

H. Explain to a resource what (s)he wanted to learn at the site.

I. Answer questions about learning activities, explaining what (s)he was doing and why.

gram, it seems reasonable to conclude that the programs were getting students involved in the activities surveyed. Exactly what the EBCE program wants to accomplish in the basic skill areas needs additional clarification.

If this checklist is used again instructions will need to be revised to present a more accurate picture of the students who remain in the program.

8. EBCE students will feel the program has helped them understand the need for basic skills in jobs, as measured by self-report items.

In addition to attempting to determine opportunities to utilize basic skills, an effort was made to determine whether the program helped students appreciate the need for basic skills. Accordingly, students were asked to rate the success of the program in showing the need for basic skills in getting and holding a job. (Table 9)

On the rating scale of 1, not successful to 5, very successful, the mean rating across sites was 4.05. Four of the sites were above 4.00. The students clearly were seeing the need or importance of basic skills. The desired goal, of course, would be that students having seen the need would take appropriate steps to improve their basic skills and would be motivated to work harder in the rest of their educational program. No attempt was made to measure this goal. A follow-up study to examine whether students' school work improved in the year following the program might be worthwhile.

TABLE 11

RESOURCE POOL
Sites Developed in Public and Private Sector

Department of Labor Occupational Categories	Sector	Butte		Glendive		Great Falls		Havre		Helena		Kalis-pell		Miles City		Missoula	Total	Total
Professional, Technical and Managerial Occupations	Public	7		18		16		9		20		16		9		NO	95	116
	Private		4		3		11		11		10		26		6	REPORT	71	
Clerical and Sales Occupations	Public	7		3		6		0		0		5		0			21	58
	Private		3		13		7		2		5		5		2		37	
Service Occupations	Public	4		1		4		3		8		3		4			27	45
	Private		2		1		2		0		6		5		2		18	
Agricultural, Fisher, Forestry, and Related Occupations	Public	2		1		0		0		0		5		0			8	17
	Private		0		2		2		0		0		3		2	NO	9	
Processing Occupations	Public	0		0		0		0		0		0		0		REPORT	0	6
	Private		2		0		0		1		0		2		1		6	
Machine Trades Occupations	Public	1		0		0		0		0		0		1			2	19
	Private		1		3		6		0		1		4		2		17	
Benchwork Occupations	Public	0		0		0		0		0		1		0			1	15
	Private		2		6		0		0		3		3		0		14	
Structural Work Occupations	Public	1		0		1		0		0		0		1		NO	3	16
	Private		0		2		5		1		2		2		1	REPORT	13	
Miscellaneous Occupations	Public	1		1		1		0		0		10		1			14	29
	Private		2		2		1		2		0		3		5		15	
TOTALS		22	16	24	32	28	34	12	17	27	28	53	40	21	16			

III. Field Resources

One of the basic and critical aspects of the Field Learning Program was the identification of agencies and businesses in the community that were willing to provide work experience and/or job sampling (career exploration) opportunities for young people enrolled in the program. The availability of a variety of sites to match differing student interests, and the need for sponsors to see the program as worthwhile were two critical concerns.

In light of the developing possibilities for people to work in jobs of their choice regardless of their sex, and equal rights legislation (Title IX), it seemed important to attempt to increase students' awareness and consideration of careers related to their interests and abilities and not limited by sex role stereotyping.

The following objectives were developed and evaluated as a means of monitoring the exploration sties.

A. Private and public sector resource sites will be developed offering job sampling opportunities in a variety of career fields.

In examining the data reported in Table 11, one sees that in 3 programs, Butte, Glendive, and Kalispell, sites were developed in each of the 9 department of labor catagories. Miles City had 8 catagories represented, Great Falls 7, Havre and Helena 6 each and Missoula did not complete the Resource Pool Summary from which the data was compiled. It should be noted in examining the data that Helena was only in the program for one semester, while all

other sites had participated for a total of 3 semesters.

The table showing the number of sites developed does show that actually there were very few sampling sites available in some catagories. The totals shown in the table range from 166 sampling sites developed in the Professional, Technical, and Managerial Occupations to only 6 available in Processing Occupations.

Havre and Helena had no sites available in Agricultural, Fishery, Forestry and Related Occupations, and most other locations had only two or three sites available in this catagory. This was a little surprising given the agricultural/recreational nature of much of Montana's economy.

Glendive, Great Falls, and Helena had no sites in the Processing Occupations; Havre had none in Machine Trades; Great Falls, Havre and Miles City had none in Benchwork and Helena had none in Miscellaneous Occupations. Missoula did not supply the data.

The occupations available in the various communities, the labor situation, union restrictions, safety restrictions, and insurance stipulations were major factors in the number of sampling sites developed in each catagory.

While it is impressive to see that many sites had been developed and were available for students to sample, there are potential problems involved in developing sites but not being able to place students in those sites. Authorities experienced in Field

Learning Programs suggest that Resource Sponsors may feel their time has been wasted if they do not receive a student - or if there is a considerable delay in receiving a student they may forget just how the program operates.

Certainly, the goal of having available a variety of sites is important, and perhaps even more could be done to encourage students to sample in a wider variety of areas as a means of making better career decisions. Clearly the maintainance of sites will require a considerable public relations effort until such time as the sites can be used.

B. Sites will be developed wherein women and men can be met who have "non-traditional" work roles.

During the year a four day workshop was held for field learning coordinators in an effort to help them become aware of the need to try to reduce sex-role stereotyping in their programs. The agenda for this workshop is included in appendix O.

The data collected on the resource pool does not show whether students actually met men and women who were working in "non-traditional" work roles. However, by examining the number of samplings being done by boys and girls in each of the nine department of labor catagories some indication of the balance between boys and girls in each area can be seen.

Table 12 gives information on the number of samplings done by boys and girls in each catagory at each site. Some sites apparently

TABLE 12

RESOURCE POOL
Male - Female Distribution of Sampling

Department of Labor Occupational Categories		Butte		Glendive		Great Falls		Havre		Helena		Kalispell		Miles City		Missoula		TOTAL	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Professional, Technical and Managerial Occupations	Boys	3		5		2		47		3				7				67	
	Girls		13		19		9		38		4				13				86
Clerical and Sales Occupations	Boys	2		16		5		7		0				0				75	
	Girls		9		4		3		6		0				1				23
Service Occupations	Boys	3		2		0		0		1				3				9	
	Girls		7		1		4		8		5				1				26
Agricultural, Fishery Forestry, and Related Occupations	Boys	2		2		0		0		0				1				5	
	Girls		0		0		2		0		0				1				3
Processing Occupations	Boys	7		0		0		0		0				0				7	
	Girls		13		0		0		0		0				0				13
Machine Trades Occupations	Boys	2		3		7		0		2				3				17	
	Girls		0		0		0		0		0				0				0
Benchwork Occupations	Boys	2		11		0		0		0				0				13	
	Girls		0		0		0		0		0				0				0
Structural Work Occupations	Boys	0		2		6		4		2				1				15	
	Girls		0		0		0		0		0				0				0
Miscellaneous Occupations	Boys	0		2		1		4		0				3				10	
	Girls		2		2		1		1		0				1				7

reported the actual number of students who sampled in each area, while others, Havre for example, seem to be reporting how many times students sampled in the catagory. However, one still gets a sense of where the boys and girls are sampling.

For example, considering all sites, 44% of the samplings in professional, technical, and managerial were done by boys and 56% by girls, and only at Havre did sampling by boys in this category exceeded that of girls.

No sites had girls doing any samplings in Machine Trades, Benchwork, or Structural Work Occupations. There were significant imbalances in other categories at various sites. To what extent each site wants to or will be able to correct this situation is a matter worthy of consideration. There clearly seems to be stereotyping taking place.

C. Resources who participate with EBCE students intend to participate again during the following year, as measured by an item on the end-of-year Resource Questionnaire.

D. Resources who participated with an EBCE student feel the experience was valuable to the student, as measured by an item on the end-of-year Resource Questionnaire.

Because of their importance to the program, the resource persons (owners, managers, supervisors and employees) in the businesses, offices and shops hosting students were asked for their opinions about the program.

Learning coordinators were asked to send the Resource Opinion Survey (Appendix K) to 15 site sponsors who had significant involve-

ment with the program during the past year. The form was returned to Great Falls rather than to the Field Learning Coordinator to encourage freedom of expression. Resource persons were asked about the kinds of activities the students took part in and the opportunities for learning in various areas.

Two items related directly to the two objectives above are presented in Table 13.

As the table shows, 71% of the resource people thought the program was very valuable and did plan to participate again. The support for the program seemed to be quite strong at most sites, but the situation at Helena was not clear since there were only 5 responses.

It is possible that in selecting 15 sponsors to survey, those who had had negative experiences or who had seemed less interested were overlooked. On the other hand, it is clear that there were individuals in the community who saw the program as valuable and who were willing to continue to participate.

IV. Staff Acceptance

Non-participating staff will feel that the EBCE program is a valuable learning alternative for students, as measured by a questionnaire at the end of the year.

Field Learning Coordinators were asked to distribute the District and School Staff Questionnaire (Appendix J) at the end of the year. It was suggested that the questionnaire be given to four administrators, four counselors, and five teachers. Table 14 shows

TABLE 13

Resource Opinion Survey

	Do you plan to continue to participate with students another year?				Generally speaking, how valuable do you think this kind of experience is for students?			
	Definately No 1	2	3	Definately Yes 4	Not Valuable 1	2	3	Very Valuable 4
Butte	0	0	1	12	0	0	1	12
Glendive	0	2	3	9	0	2	5	8
Great Falls	0	1	2	6	0	1	4	5
Havre	2	1	2	6	0	2	2	4
Helena	0	0	2	2	0	0	1	4
Kalispell	0	0	0	13	0	0	0	13
Miles City	0	0	7	7	0	1	5	8
Missoula	0	0	3	8	0	0	2	9
TOTAL	2	4	20	63	0	6	20	63
Percent	2%	5%	22%	71%	0%	7%	22%	71%

TABLE 14

District and School Staff Questionnaire

	What best describes your opinion of the EBCE Program?					Number Responding				What have been your major sources of information?					
	Good and Accomplish	Good Idea No Accomp	Poor Idea but some Accomplish	Negative	No Opinion	Administrator	Counselor	Teacher	Other	EBCE Teacher	Other School Staff	Building Admin.	Central Admin Personnel	Students	Printed Information
Butte	15	0	0	0	0	4	5	6	0	12	3	2	1	11	3
Glendive	9	0	0	0	1	3	2	5	0	9	0	1	0	4	0
Great Falls	11	0	0	0	0	4	4	4	0	11	2	1	0	6	1
Havre	6	0	0	0	0	4	4	4	0	6	1	0	0	1	2
Helena	5	2	0	0	4	2	9	0	0	10	2	1	0	3	2
Kalispell	11	0	0	1	0	3	3	5	1	12	3	3	0	6	1
Miles City	7	0	0	0	0	2	2	2	1	7	0	1	0	4	0
Missoula	8	0	0	0	0	2	3	2	1	7	3	0	1	3	2
TOTALS	72	2	0	1	6	21	31	27	3	74	14	9	2	38	11

the number of administrators, counselors, and teachers at each site who responded to the questionnaire.

Individuals were asked "What best describes your opinion of the Experience-Based Career Education (EBCE) program that has been operation at the high school this year?" Their five choices of responses were:

> I think the idea is good and the program is accomplishing some good things,
>
> I think the idea is good but I don't think the program is yet accomplishing much,
>
> I don't think the idea is much good, but the program seesm to be accomplishing some good things,
>
> I don't think the idea is much good and I don't think it is accomplishing much,
>
> I've not yet formed an opinion about the EBCE program.

As table 14 shows, 89% of those responding felt the program was good and that it was accomplishing some good things. From this data, it is apparent that the program had high acceptance from individuals in various positions in the schools - 21 administrators responded, 31 counselors, and 27 teachers. It must at the same time be remembered than the Field Learning Coordinators selected the individuals to whom they wished to give the survey so the results are undoubtedly biased.

Those responding also indicated that their main sources of information about the program were the EBCE teacher (Field Learning Coordinator) and students. Whether it might be desirable to have more information coming from the building administrator or more

printed information should be considered. These might be ways of informing more people about the program. More people knowing about the program and feeling positive about it should help with student recruitment and selection.

V. Parent's Acceptance

Parents of students will feel that the program was helpful to their son/daughter, as determined by a telephone follow-up.

In an effort to assess the feelings of parents about the program and its possible effect on their children, the parents were asked to respond to the following five questions by answering yes, no, or don't know.

(1) Do you think that visiting several work places of interest will help your son or daughter in deciding what to do after high school?

(2) Did your son or daughter talk to you much about what he or she was doing in the EBCE program?

(3) In your opinion, did your son or daughter learn much about possible jobs and careers in the EBCE program this spring?

(4) In your opinion did your son or daughter become more aware of skills necessary to be able to keep a job: like how to dress, being on time, listen to and follow instructions?

(5) If you had it to do over again, would you want your son or daughter to participate in the EBCE program?

The responses to these items are shown in table 15.

As one can see, the parents were overwhelmingly affirmative in their responses. Only two items had a "yes" response of less than

TABLE 15

PARENT'S ACCEPTANCE

(1) Do you think that visiting several work places of interest will help your son or daughter in deciding what to do after high school?

	#	%
Yes	92	92
No	2	2
Don't Know	6	6

(2) Did your son or daughter talk to you much about what he or she was doing in the EBCE program?

	#	%
Yes	79	79
No	19	19
Don't Know	2	2

(3) In your opinion, did your son or daughter learn much about possible jobs and careers in the EBCE program this spring?

	#	%
Yes	83	82
No	2	2
Don't Know	16	16

(4) In your opinion did your son or daughter become more aware of skills necessary to be able to keep a job: like how to dress, being on time, listen to and follow instructions?

	#	%
Yes	90	95
No	1	1
Don't Know	4	4

(5) If you had it to do over again, would you want your son or daughter to participate in the EBCE program again?

	#	%
Yes	95	94
No	1	1
Don't Know	5	5

64

90%. Seventy-nine percent of the parents said their son or daughter did talk to them about the EBCE program, and 19% said they did not. This was not necessarily a weakness of the program and would be more meaningful if data were available on how much these children talked to their parents about other programs.

A number of parents, 16%, did not know whether their son or daughter had learned much about possible jobs and careers. This could be a reflection of youngsters not talking to their parents although the "don't know" response did not carry over to the item asking whether they had become more aware of skills needed to keep a job: how to dress, being on time, listen to and follow instructions. It is possible that the latter were dramatic enough that students did talk about them at home.

There is some question as to whether the opinions of parents who had children who dropped the program or school were obtained since the number of responses from the sites was generally similar to or less than the number of students completing the program.

The point has also been made that since this was a telephone survey and since the parents probably wanted their students to be in the program because of the associated paid work experience, their responses might not have reflected their true feelings.

If parent opinions are desired in the future, a different method of obtaining them should be developed.

SPECIAL SITES

Three of the sites enrolled in the Montana CETA/EBCE Field Learning Program for all or part of the 1979-80 school year were special in that they were not regular public schools. They were Montana School for the Deaf and Blind, in Great Falls; Mountain View School, State Institution for Juvenile Delinquent Females, located in Helena; and Pine Hills School, State Institution for Juvenile Delinquent Males, located in Miles City. Pine Hills enrolled students only during the second semester.

Because of the unique characteristics of the students at each of these sites, the Field Learning program had to be modified to a greater or lesser extent. This made it difficult to evaluate these programs on the same basis or in relation to the programs at the regular school sites. The school day and year in some cases was structured in a different way than at the regular sites which also made it difficult to utilize the same evaluation process.

Since it was unclear just what type evaluation would be appropriate for these sites the decision was made to ask them to utilize, to the extent possible, the same evaluation instruments being used at the regular sites. The intent of this request was that some information would be gathered and a basis would be established for planning future evaluation of these sites.

What follows is a tabular presentation of the data received from the three special sites and some brief comments regarding the data.

I. Montana School for the Deaf and Blind

Number Enrolled:	12
Male:	7
Female:	5
American Indian:	1
Caucasian:	11

Grade Level	Number of Students
9	4
10	0
11	3
12	0

Grade Point Average	Number of Students
A	0
B	3
C	9
D	0

Number of Projects Completed	Number of Students
0	1
1	2
2	7
3	2

Number of Students Completing the Program	12
Number of Students Receiving Credit	12
Total Number of Private Sector Sampling	11
Total Number of Public Sector Sampling	3

The data above shows that this site was able to enroll students and provide credit for the program. It also shows that there was a fairly strong emphasis on completing projects with 9 of the students completing more than one project. The program was quite successful in getting the students into the private sector.

Looking at the total number of samplings (14) it is clear that most students did only one sampling. It is not clear from the data whether this sampling was therefore more intense than at those sites

where students did several samplings. Clearly, the physical characteristics of the students would have a bearing on job sampling.

The fact that all the students who enrolled in the program completed it and received credit may be partially explained by the fact that all the students had a grade point average of "B" or "C". However there were most probably other characteristics about these students and their school that contributed to this success rate.

CAREER DEVELOPMENT CHECKLIST

	Few or no activities	Some unplanned activities	Some planned activities	Project activities focused on this goal	No or little growth	Some growth	Much growth
Attitude toward Planning	0	0	5	8	1	7	5
Attitude toward Learning	0	0	4	9	3	7	3
Career Knowledge	0	0	3	10	1	5	7
Career Planning	0	0	5	8	3	9	1
Self-responsibility	0	0	3	10	3	4	6
Self Knowledge	0	0	3	10	1	7	5
Job Skills	0	0	3	10	1	6	6

The information from the Career Development Checklist, as shown above, indicates that all students had "some" or "much" project focus on the seven areas listed. The greatest amount of growth appears to have been in the area of "career knowledge", and the least growth was in

the areas of "attitude toward learning", "career planning", and "self responsibility". It is significant to note, however, that 77% of the students showed some or much growth in all of the areas being rated.

The two tables that follow represent data taken from the Student Preceptions Survey. It is clear that the students had a very good perception of the program in all the areas being considered. Clearly the students saw the program as being helpful to them in all areas with the possible exception of "improving basic skills." As reported in the main body of this report, just how the program was related to basic skills was not clear.

Student Perceptions

Activities in Your Career Education Class and Job Explorations

	Not at all successful for you 1	2	3	4	Very Successful for you 5
Learning about Possible Careers	0	0	0	0	12
Improving Basic Skills	0	1	2	5	6
Learning about Yourself	0	0	0	1	11
Managing Your own Time	0	0	0	1	11
Planning for a Future Career	0	0	0	1	11
Learning to Communicate Effectively with Adults	0	0	0	1	11
Showed need for Basic Skills in Getting/Holding Job	0	0	0	0	12

STUDENT PERCEPTIONS

How Helpful Was the Career Education Program in Your Own Experience

	Very Little	Little	Much	Very Much
Opportunity to find out more about your career-related interests, abilities and values	0	0	0	12
Matching what you know about yourself with future career possibilities	0	0	2	10
Expected to plan your own activities and manage your own time	0	0	2	10
Judge your own behavior and to accept responsibilities for actions you took	0	0	11	11
Improve your skills in getting along with and working with adults	0	0	0	12
In comparison with past school experiences, how motivated were you to learn in the C.E. program	0	0	0	12
Made you aware of more job or learning opportunities open to you	0	0	0	12

PROGRAM ACTIVITIES CHECKLIST

Reading Activities	Did not do this	Minimum requirement or did id only once	Did this frequently
Read articles about the career or business being explored	1	2	10
Read resource guide and demonstrated understanding of its format and content	0	2	11
At job site - read and comprehended materials used by persons to prepare for and do their job.	0	6	7
Writing Activities Complete satisfactory project sketch	0	1	12
Write letters requesting information and/or thanking resource person	4	4	5
Complete job application forms	0	1	12
Oral Communication Transact business on telephone	1	3	9
Explain to resource what he/she wanted to learn at the site	0	5	8
Answer questions about learning activities explaining what she/he was doing and why	0	4	9

The intent of the Program Activities Checklist was to determine the extent to which students were involved in career education type activities that utilized the basic skills. The listing above shows that at the Deaf and Blind School the field learning coordinator was able to involve students in reading, writing, and oral communication activities with one exception - that being "writing letters

requesting information and/or thanking resource persons." In spite of this involvement, the student perceptions of the value of the program in this area were lower than any other.

RESOURCE OPINION SURVEY

How valuable do you think this kind of experience is for students?

Scale	1 Not Valuable	2	3	4 Very Valuable
Number Rating	0	0	0	8

Do you plan to participate with students another year?

Scale	Definately No 1	2	3	Definately Yes 4
Number Rating	0	0	2	6

Data collected from resource persons who hosted students from the Deaf and Blind School shows that they felt the program was very valuable and that they planned to participate again. This was the same type of information as that collected from resource persons who hosted students from regular schools.

Students come from throughout the state to live and study at the Deaf and Blind School. Consequently the individual responding to the Parent Survey was not usually the parent. In spite of this, the results obtained from the Parent Survey did not differ greatly from those obtained at other sites. The respondents did think the program was worthwhile and benificial for the students involved.

PARENT TELEPHONE INTERVIEW

Individuals Responding

Parents - 4
Counselors - 8

(1) Do you think that visiting several work places of interest will help your son or daughter in deciding what to do after high school?

Yes 10 No 0 Don't know 2

(2) Did your son or daughter talk to you much about what he or she was doing in the EBCE program?

Yes 8 No 4 Don't know 0

(3) In your opinion, did your son or daughter learn much about possible jobs and careers in the EBCE program this spring?

Yes 10 No 1 Don't know 1

(4) In your opinion, did your son or daughter become more aware of skills necessary to be able to keep a job: like how to dress, being on time, listen to and follow instructions?

Yes 11 No 1 Don't know 0

(5) If you had it to do over again, would you want your son or daughter to participate in the EBCE program again?

Yes 12 No 0 Don't know 0

II. Mountain View School: State Institution for Juvenile Delinquent Females

Basic demographic data from this site was not reported. Consequently it is impossible to evaluate the degree to which the program was implemented. Whether students were able to earn credit, how many projects were completed, and the degree to which it was possible to involve students from this special school in the private sector are the kinds of information that would be helpful in evaluating the value of the EBCE concept in special sites such as this one.

Why this information was not reported is not clear. It is this writer's understanding that in many cases the students at Mountain View were somewhat more "transient" (completion of sentence; runaways; etc.) than at regular schools and that the academic terms were not the same as the regular schools. Perhaps these were factors in the failure of the staff to supply the requested data. The data that was supplied is presented in the following tables.

In examining the data reported in the Career Development Checklist, it is interesting to note that apparently no students had projects which focused on any of the seven career development goals listed on the checklist. Perhaps an attempt was made to give some emphasis to all the areas, but it is not clear to what extent projects were even part of the program. Whatever the case, the Career Development Checklist does indicate that all of the students were showing growth.

Career Development Checklist

	Few or no activities	Some unplanned activities	Some Planned Activities	Project activities focused on this goal	No or little growth	Some growth	
Attitude toward Planning	0	0	6	0	0	1	5
Attitude toward Learning	0	0	5	0	0	1	6
Career Knowledge	0	1	3	0	0	5	2
Career Planning	0	1	4	0	0	0	7
Self-Responsibility	0	0	5	0	0	1	6
Self Knowledge	0	0	5	0	0	1	6
Job Skills	0	0	5	0	0	0	7

STUDENT PERCEPTIONS

Activities In Your Career Educaton Class and Job Exploration

	Not at all successful for you 1	2	3	4	Very successful for you 5
Learning About Possible Careers	0	0	1	4	6
Improving Basic Skills	1	2	4	2	1
Learning About Yourself	0	0	0	10	0
Managing Your Own Time	0	1	4	3	1
Planning for a Future Career	0	0	1	3	6
Learning to Communicate Effectively with Adults	0	1	1	8	0
Showed Need for Basic Skills in Getting/Holding Job	0	0	5	2	4

STUDENT PERCEPTIONS

How Helpful Was the Career Education Program in Your Own Experience

	Very Little	Little	Much	Very Much
Opportunity to find out more about your career-related interests, abilities and values	0	2	3	6
Matching what you know about yourself with future career possibilities	0	0	4	7
Expected to plan your own activities and manage your own time	1	6	3	0
Judge your own behavior and to accept responsibilities for actions you took	0	2	7	2
Improve your skills in getting along with and working with adults	0	2	7	2
In comparison with past school experiences, how motivated were you to learn in the C.E. program	0	1	5	5
Made you aware of more job or learning opportunities open to you	0	0	2	9

From the student's point of view, two areas in which the activities in the class and the job explorations provided the least help involved basic skills, and the third had to do with managing their own time.

As indicated in discussing the regular sites, the relationship between basic skills activities and the rest of the program was hazy at best, so it was not surprising that students would rate this area lower than others.

It was also not surprising, given the institutional setting, that the students at this site did not feel they were helped to learn to manage their own time.

From the student's point of view, the program was very successful in helping them learn more about careers related to their own interests and job and learning opportunities open to them. It seems that this would indeed be important knowledge for these students as they return to their own homes and communities at sometime in the future.

The last area of information on this site was the District and School Staff Questionnaire. A total of twelve people responded. In both their opinion of the program and also how they learned about the program, there was a wider spread of responses than at any of the other sites. All but two of the individuals thought the program was a good idea, but three of them didn't think it was accomplishing much.

The EBCE Teacher (Field Learning Coordinator) still was the main source of information about the program, but printed material was a greater source of information than at other sites.

District and School Staff Questionnaire

Administrators	2	Teachers	6
Counselors	4	Other Staff	0

(1) What best describes your opinion of the EBCE program operating at your school this year?

Good idea, program accomplishing some good	7
Good idea, program not accomplishing much yet	3
Idea not much good, program accomplishing some good	0
Idea not much good, program not accomplishing much	1
Have not yet formed an opinion of program	1

(2) Which have been your main source(s) of information about EBCE?

EBCE teacher/supervisor in your building	11
Other school staff	2
Building administrator	1
Central administrative personnel	0
Students	4
Printed material	5

III. Pine Hills School: State Institution for Juvenile Delinquent Males

Information about the number of characteristics of students enrolled at this site is presented below. Unfortunately, no information about the number of students who completed the program, credits received, projects completed, etc. was received.

The most striking aspect of the data is that the students enrolled definately represent the lower end of the scale in terms of academic performance. This is not surprising, but would clearly influence the kinds of activities in which the students were involved.

Number of Students Enrolled: 13

Sex: all male

Grade Level	Number of Students
9	3
10	6
11	2
12	2

Grade Point Average	Number of Students
A	0
B	1
C	4
D	4
Remedial	4

Ethnicity	
American Indian	1
Caucasian	12

Data from the Career Development Checklist is presented below. As with the regular school sites, most students had some planned activities as the focus of their activities in the seven career development areas. Only one of the students showed no or little growth in any area - that being "career planning." The area in which the most students were rated as showing "much growth" was "self knowledge."

Career Development Checklist

	Few or no activities	Some unplanned activities	Some planned activities	Project activities focused on this goal	No or little growth	Some growth	Much growth
Attitude toward Planning	0	1	3	6	0	4	6
Attitude toward Learning	0	2	3	6	0	3	7
Career Knowledge	0	0	4	6	0	4	5
Career Planning	0	1	6	3	1	5	4
Self-Responsibility	0	0	4	6	0	3	7
Self Knowledge	0	0	3	7	0	1	9
Job Skills	0	2	1	7	0	3	7

PROGRAM ACTIVITIES CHECKLIST

	Did not do this	Minimum requirement or did it only once	Did this frequently
Reading Activities Read articles about the career or business being explored	1	6	4
Read resource guide and demonstrate understanding of it's format and content	1	7	3
At job site - read and comprehended materials used by persons to prepare for and do their job.	0	4	7
Writing Activities Complete satisfactory project sketch	0	6	5
Write letters requesting information and/or thanking resource persons	3	7	1
Complete job application forms	0	3	8
Oral Communication Transact business on telephone	9	2	0
Explain to resource what he/she wanted to learn at the site	2	5	4
Answer questions about learning activities explaining what she/he was doing and why	3	5	3

The data from the Program Activities Checklist indicates that there was about equal balance between reading and writing activities. There seemed to be a significant number of students who were not involved in the various oral communication activities to any great extent. Although one can imagine why a student in this setting might

not have been allowed or even needed to transact business on the telephone, it does seem that there should be more involvement in answering questions about learning activities and explaining projects, etc.

STUDENT PERCEPTIONS

How Helpful Was the Career Education Program in Your Own Experience

	Very Little	Little	Much	Very Much
Opportunity to find out more about your career-related interests, abilities and values	0	2	7	2
Matching what you know about yourself with future career possibilities	0	4	4	3
Expected to plan your own activities and manage your own time	0	5	2	3
Judge your own behavior and to accept responsibilities for actions you took	0	0	9	2
Improve your skills in getting along with and working with adults	0	0	6	5
In comparison with past school experiences, how motivated were you to learn in the C.E. program	1	2	5	3
Made you aware of more job or learning opportunities open to you	0	0	3	8

STUDENT PERCEPTIONS

Activities In Your Career Education Class and Job Exploration

	Not at all successful for you 1	2	3	4	Very successful for you 5
Learning About Possible Careers	0	0	1	4	6
Improving Basic Skills	1	2	4	2	1
Learning About Yourself	0	0	0	10	0
Managing Your Own Time	0	1	4	3	1
Planning for a Future Career	0	0	1	3	6
Learning to Communicate Effectively with Adults	0	1	1	8	0
Showed Need for Basic Skills in Getting/Holding Job	0	0	5	2	4

As with other sites, the data on student perceptions of the program indicate the program was generally successful from the student viewpoint. These students did not see the program as being particularly helpful in the area of basic skills. The lack of program direction in the area of basic skills has been discussed repeatedly throughout this report.

These students also indicate the program was of little help in the area of planning their own activities and managing their own time. This is similar to the perception of the girls at Mountain View and seems understandable in view of the institutional setting.

The area in which the students seemed to think the program was most helpful was in helping them to become aware of more job or learning opportunities open to them. This is similar to the results

of the same questionnaire used at Mountain View School, and as indicated before it is a very important accomplishment for students who will be returning to regular society.

SITE SUMMARIES AND CHARACTERISTICS

What follows are some observations of strengths and weaknesses of the program at the various sites in addition to some information about unique features of the programs. The unique aspects of the programs are essentially those things that were beyond the control of the Field Learning Coordinator or Counselor, for example: number of periods available or where the program was housed.

Knowing some of these unique aspects of the programs will hopefully provide a better understanding of the evaluation data although it is not possible to demonstrate cause-effect relationships between these unique features and either strengths or weaknesses of the program.

Butte

The students in this program met with the Field Learning Coordinator in groups of two to five or individually at least twice a week for one hour. The difference here is that at most sites all students met as a class for approximately an hour every day.

In Butte, the Field Learning Coordinator was employed by the Human Resource and Development Council as opposed to the school district. However, the Field Learning Coordinator was housed at the local high school.

In examining the data, the general impression one receives

is that Butte developed a good program and was successful in meeting the program objectives.

This was one of the sites showing the greatest growth in students' attitude toward learning and one of the sites showing the most student growth in self-responsibility.

The students' perception of this program was above average for all sites in "helpfulness to develop or begin to develop job seeking/job holding skills."

Butte was one of the three communities in which a resource pool was developed that represented all nine of the Department of Labor occupational categories.

Since 71% of the students enrolled in the program were female, counselors and learning coordinators might want to examine the program and recruitment process to determine if more males can be encouraged to enroll.

Glendive

Glendive is a small and remote rural town. The Field Learning Coordinator was employed by the school district. The class met every day during the last period.

It is commendable that a resource pool was developed at this site that represented all nine of the Department of Labor Occupational categories.

It would appear from the data that the program in Glendive was adequately meeting the objectives. In one area, the helpfulness of

of the program in motivating students to learn, the program was rated lower than most. But in other respects the program was on a par with that at other sites.

Great Falls

For three semesters, Great Falls was the site of much of the management for the state wide program and the job site of several educational advisors for the program.

The Field Learning Coordinator served two high schools and met the students at each school for two class periods on alternate days.

Great Falls was the largest of the eight communities participating in the program.

The Field Learning Coordinator was the only FLC who had been employed as a teacher in the district for several years previous to the beginning of the program.

This was the only site in which the HRDC provided transportation for the students.

Thirty-eight percent of the students enrolled in the Great Falls program had a grade point average of "D" or less and half of those enrolled were American Indian. The relationship between these enrollment figures and the fact that Great Falls had the highest percent of students who did not complete the program either because they moved, dropped out of school, or just dropped the program is not entirely clear.

Great Falls was one of the sites in which no student completed

more than one project. Whether these projects were more involved than those at sites where some students did two or three is not known.

It appears that a lower percent of students were involved in the various activities rated as basic skills activities than at other sites. However, it is quite possible that this percent is misleading because it includes students who dropped out and therefore could not have completed some of the activities.

Havre

The Field Learning Coordinator was employed by and housed with the HRDC. The class did, however, meet in the high school. The class was held at the end of the day.

Twenty-five percent of the students enrolled in the program had a grade point average of "D" or less. More than half, 7 of 13 were American Indian and more of the students were in the early years of high school than at most sites.

More of the job sampling was carried out in the public than private sector and there was apparently less emphasis on projects, or at least fewer projects were completed than at some of the other sites.

There were three areas in which this program was rated noticeable lower by the students than other programs. They were: the degree to which the program helped students in matching what they know about themselves with future career possibilities; the help-

fulness of the program in motivating them to learn; and the helpfulness of the program in helping students learn to communicate effectively with adults and in improving skills in getting along with and working with adults.

Whether the operational characteristics of the Havre program (housing of the Field Learning Coordinator with the HRDC) and the characteristics of students enrolled accounts for the lower ratings this program received is not clear.

It seems fair to conclude that the program was successful but has several areas of weakness that need additional study to determine the problem and means of improving.

Helena

The second semester of the 1979-80 school year was the first semester of operation of the Helena Program. The FLC was a district employee who in essence worked with three schools.

The class met at the facility for the alternative school requiring students to travel from the two high schools to participate in the class. The FLC also taught a second class for students from the alternative school.

Helena is the state capitol and therefore the site of many public sector jobs.

Developing a new program, working with three schools, and teaching in a situation where students had to travel to a unique setting such as an alternative school for class combined to pre-

sent a larger challenge than desirable for a new Field Learning Coordinator.

More students in Helena did sampling in the public than in the private sector.

Thirty percent of the students showed little or no growth in ratings of self-responsibility compared to a mean of 14% showing little or no growth at all sites statewide.

This was the only site at which student growth in the area of developing or beginning to develop job seeking and job holding skills was rated low. (Table 6) Whether this is an indication of limited student growth or of a more rigorous rating is not known.

One would expect that there will be significant changes in the program at this site as it continues into a second semester of operation.

Kalispell

This was the only site where the HRDC counselor and the Field Learning Coordinator did not change during the three semesters during which the program operated.

The students enrolled in the program were divided into two groups, or classes, each of which met every day. There was also individual conference time for each student each week.

A community council of business and educational persons had been organized earlier and continued to function in an advisory capacity for the program. This may be one of the factors that

contributed to the high ratings of the program and students.

Success in utilizing the private sector was demonstrated by placing five more job samplings in the private sector than in the public sector.

While growth in students' attitude toward learning was not a major strength of the program statewide, Kalispell was one of the two sites where students showed greatest growth. It was also one of two sites where students showed the most growth in self responsibility. Seventy-one percent of the Kalispell students showed much growth in self responsibility compared with an average of 49% of the students statewide.

The students involved in this program generally rated it very high, and in several areas they rated their program higher than did students at any other site. Some of the areas where outstanding ratings were received were: the degree to which the program was helpful in making students aware of more job or learning opportunities open to them; helping students learn about possible careers; helping students to learn "about yourself"; and helping students to develop or begin to develop job seeking and job holding skills.

This was also one of the sites where a resource pool representing all nine Department of Labor occupational categories was developed.

Miles City

This program had a daily class which met just before lunch. Students were able to sample during the luch hour or after school. There has been more turnover in the position of HRDC counselor than at other

sites. Since the HRDC counselor is basically responsible for resource site development, that turnover has made development of sites more difficult.

Seventy-percent of the students enrolled in Miles City were boys. While it might be good to work for a better balance of boys and girls, the program seems to be generally successful.

There were three areas in which the program seemed to be less effective.

Students in Miles City showed the least growth in "attitude toward learning", but one should remember that this was not a particularly successful area of growth at most sites. There was also limited student growth in attitude toward planning, but this too was an area of limited growth statewide.

The area where students showed the least growth, especially when compared to students at other sites, was in developing self-responsibility. Thirty-seven percent of the Miles City students showed little or no growth in this area while state wide 14% of the students showed little or no growth.

Although there are several areas for improvement, they are not different than those areas needing improvement at other sites except in the male/female enrollment and student growth in the area of self-responsibility.

Missoula

The Field Learning Coordinator was responsible for coordinating the program at two high schools. There was one class at each school

that met every day.

Missoula reported the grade point average for only one student on second semester enrollment forms, did not provide information about the resource pool, and provided only incomplete information on public and private sector samplings. Not only did this limit the picture of Missoula's program, it also detracted from some aspects of the state wide evaluation.

On the basis of the information that was provided, it appears that Missoula's program, which was made up of more students in their first year of high school than at most sites, was reasonabl cessful.

The two significant areas where this program fell behing that at other sites were: the students' perception of how helpful the program was in matching their self knowledge of future career possibilities and in student growth in the area of self responsibility.

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General Summary and Recommendations

I. Program Outcomes

State wide, the enrollment of boys and girls was fairly even, but some sites need to work for a better balance of boys and girls. Butte and Miles City in particular might want to examine program content, sampling sites, and recruitment procedures to determine what might be done to enroll a more equal number of boys and girls.

Utilizing previous grade point averages, it appears that the program in general was enrolling students of average ability or performance.

There did not seem to be any major problems in the area of enrollment. However, as programs are refined and become a more accepted part of the curriculum one would expect to see more students enrolled so that each site would maintain an enrollment of 15 to 25 students.

There were a significant number of students who enrolled in the program but did not complete it. However, most were students who dropped all of their school programs. Of those who did complete the EBCE program, 92% received credit and the sites were successful in utilizing projects as a partial criteria for that credit.

State wide, the program was successful in involving students in job sampling in the private sector. There were 103 samplings

reported in the private sector and 88 in the public sector. There is no evidence that samplings in the public sector were superior to or provided a better learning experience than those in the private sector. However, utilizing the private sector should provide a greater range of sampling experiences. It seems that utilizing the private sector to at least as great an extent as the public sector should remain a goal and those sites relying on the public sector should continue efforts to develop sampling in the private sector.

II. Student Outcomes

On a state wide basis most of the objectives were being met. The entire list of student objectives is reproduced in appendix A. The following are areas in which the program was either very successful or experienced only limited success.

There were two objectives that delt with student attitudes. One of the objectives was: EBCE students will show increased motivation toward learning as a result of project activities. This will be agreed upon by the student and Field Learning Coordinator (FLC) using the Career Development Checklist. This objective received one of the lowest ratings in the area of student growth of any objective. This is partially explained by the difficulty in measuring "motivation." The other objective in the area of attitudes was: EBCE students will show a more positive attitude toward planning their future education/careers as a result of project activities. This will be agreed upon by the student and FLC

using the Career Development Checklist. From the students' point of view, the EBCE program was quite successful in helping them to make plans. This does not appear to have carried out to affect their overall attitudes toward planning.

One of the three areas in which students showed the greatest growth from the point of view of both instructors and students was in increasing their information about the careers they explored. It is difficult to imagine a program where growth would not take place in this area of career information. However, the program also had high success in developing the students' awareness of a variety of career options. This indicates that the students are having a variety of meaningful learning experiences.

Unfortunately, the program was less successful in helping the students relate information they gained about their own interests, values, and aptitudes to career options. Utilizing information in the process of making decisions is a difficult thing to teach but a critical component of any meaningful program.

There were eight objectives in the area of transition skills - skills to help students make the transition from school to work. All of these objectives were accomplished to at least a reasonable degree.

The two objectives in the area of transition skills that the program was most successful in meeting were: EBCE students will develop or begin to develop, job seeking and job holding skills as judged by resource persons at job sites and students and FLC using the Career

Development Checklist; EBCE students will feel the program has helped them understand the need for basic skills in jobs, as measured by self-report items.

Whether the fact that students were involved in activities that involved the basic skill areas contributed to the success in meeting this last objective was not demonstrated. If the intent of involving students in activities that require the utilization of basic skills is to improve their abilities in the basic skills, then a different method of evaluation needs to be conducted.

State wide the program is offering a fairly good variety of sampling experiences, although it would be desirable to have more sampling outside the areas of Professional, Technical, and Managerial; Clerical and Sales; and Service. It also appears that some sites need to make an effort to involve students in a wider range of sampling experiences that are non-traditional from the standpoint of sex roles.

III. Field Resources

State wide, all nine Department of Labor occupational categories were represented; but on a site to site basis there were various categories that were not represented. It is desirable to offer the students a variety of experiences, and from that standpoint it is important to be concerned with the variety of samplings taking place.

The data suggests that students are sampling in all areas but that the majority are sampling in a few of the categories and that at some sites the students seemed to be grouped by sex. Efforts should be

made to encourage some of each individual student's sampling to be in a variety of the categories.

The field resource persons were very positive in their evaluation of the program and most plan to continue to participate. Because the sampling of resource persons was not done in a truly random fashion, those who had negative feelings about the program were probably not included. While it is probably not necessary to continue with as extensive an evalution of resource people, it is imperative that some methodical process be established to provide input from this important group.

IV. Staff Acceptance

School staff acceptance of the program appears to be quite high, but it is entirely possible that those having negative opinions were not contacted. Since staff acceptance and support is desirable, it might be important to develop methods of keeping the staff up-to-date on the program. This might help in student recruitment. It is probably not necessary to utilize the same evalution another year.

V. Parents' Acceptance

Parents were also extremely positive about the program, and it is probably not necessary to utilize this evalution again. However, appropriate methods should be developed to keep the parents informed and it might be good to seek a way of involving them in some aspects of the program. Here again it is important to establish a method for input from parents who had children who were not successful.

VI. Objectives and Evalution

Nearly all the objectives are being met with at least some degree of success and some with great success. In view of the information gathered an attempt should be made to revise the objectives, zeroing in on critical and possibly new aspects of the program. There should be fewer objectives and workshops should be directed toward developing skills and/or materials that will facilitate the accomplishing of these objectives. Whether a new and brief set of objectives should focus on improving on weaknesses or capitalizing on strengths and expanding them to all sites, a combination of these or even new aspects previously overlooked is a decision that should be made by program managers in conjunction with Field Learning Coordinators and school administrators.

A great deal of material was gathered for this evaluation. The material was transcribed to computer cards at the Far West Lab and this data base could provide additional statistical analysis of the program. Such analysis would be helpful in establishing new objectives. It could also provide, without the cost of gathering the data, information which could be useful to other CETA youth programs nationally. There are, according to representatives of the Far West Lab, few if any other programs that could provide this.

Establishing objectives is fatiguing and time consuming work, but unless it is done and unless the objectives are evaluated the Field Learning Program will follow the path of some other programs:

a good program which seemed to be helping kids but somehow it faded into the rest of the curriculum and then ceased to exist and its good features weren't even adopted as parts of the rest of the curriculum.

New objectives will require different methods of evaluation. If any of those used in the past are re-used modifications should be made as indicated throughout the main body of this report.

The final recommendation is that a follow-up study of students who participated in the program be established. Questions such as the following should be addressed by a follow-up study. Did the program help the students to get and keep a job? Did the students do better in their remaining educational program after participating in the EBCE program? Did the students carry out any of the goals established in the EBCE program?

APPENDIX A

IMPLEMENTATION OBJECTIVES

I. Program Outcomes

A. Enrollment

Program enrollment will involve a cross section of students on such variables as sex ethnicity, and scholastic achievement (previous GPA).

B. Projects

EBCE students will complete projects satisfying local criteria for credit/quality.

C. Job Sampling

EBCE students will engage in planned, on site activities with resources in the private sector.

D. Credit

EBCE students will earn high school credit toward graduation through the EBCE - Field Learning Program.

II. Student Outcomes

A. Attitudes

1. EBCE students will show increased motivation toward learning as a result of project activities. This will be agreed upon by the student and Field Learning Coordinator (FLC) using the Career Development Checklist.

2. EBCE students will show a more positive attitude toward planning their future education/careers as a result of project activities. This will be agreed upon by the student and FLC using the Career Development Checklist.

B. Career Awareness, Knowledge, and Planning

1. EBCE students will increase their information about the careers they explore during project activites. This will be agreed upon by the student and FLC using the Career Development Checklist.

2. The EBCE students, as a group, will show an awareness of a variety of career options at the end of the year, as measured by self-report items.

3. As a result of project activities, EBCE students will begin to develop, or will clarify, their career goals by relating information about career options to information about their own interests and abilities. This will be agreed upon by the student and FLC using the Career Development Checklist.

C. Transitional Skills (school to work)

1. EBCE students will demonstrate self-reliance and the ability for independent learning during project activities. This will be agreed upon by the student and FLC using the Career Development Checklist.

2. EBCE students will increase in the awareness of their interests, abilities, and values as a result of project activities. This will be agreed upon by the student and FLC using the Career Development Checklist.

3. EBCE students will feel the EBCE program helped them to relate more effectively to adults, as measured by self-report items.

4. EBCE students will develop, or begin to develop, job seeking and job holding skills as judged by resource persons at job sites and students and FLC using the Career Development Checklist.

5. EBCE students will engage in program-related activities in reading as documented by the Program Activities Checklist.

6. EBCE students will engage in program-related activities involving writing, as documented by the Program Activities Checklist.

7. EBCE students will engage in program-related activities involving oral communication, as documented by the Program Activities Checklist.

8. EBCE students will feel the program has helped them understand the need for basic skills in jobs, as measured by self-report items.

III. Field Resources

A. Private and public sector resource sites will be developed offering job sampling opportunities in a variety of career fields.

B. Sites will be developed wherein women and men can be met who have "non-traditional" work roles.

C. Resources who participate with EBCE students intend to participate again during the following year, as measured by an item on the end-of-year Resource Questionnaire.

D. Resources who participated with an EBCE students feel the experience was valuable to the student, as measured by an item on the end-of-year Resource Questionnaire.

IV. Staff Acceptance

Non-participating staff will feel that the EBCE program is a valuable learning alternative for students, as measured by a questionnaire at the end of the year.

V. Parent's Acceptance

Parents of students will feel that the program was helpful to their son/daughter, as determined by a telephone follow-up.

APPENDIX B

Enrollment Data

SEMESTER 1

	Sex		Years in H.S.				Grade Point Ave.					Ethnicity				SEMESTER 2													
	F	M	0-1	1-2	2-3	3+	F	D	C	B	A	Am Ind	Blk	Chi-Cano	Wht	Sex F	Sex M	Years in H.S. 0-1	1-2	2-3	3+	Grade Point Ave. F	D	C	B	A	Ethnicity Am Ind	Blk	Chi-Cano	Wht
Butte	15	6	0	8	12	1	0	0	12	3	1	2	0	2	17	15	6	0	6	10	7	0	2	15	3	1	2	0	2	17
Glen-dive	3	9	2	3	2	4	0	1	8	2	0	0	0	0	11	4	6	3	0	2	5	0	1	7	2	0	0	0	0	10
Great Falls	11	8	0	7	7	5	3	9	6	1	0	12	0	0	7	7	9	0	4	6	6	0	6	9	1	0	8	0	0	8
Havre	7	2	0	4	5	0	0	1	7	1	0	5	0	0	4	7	6	2	8	3	0	0	3	7	2	0	7	0	0	6
Helena	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	6	0	3	9	5	0	1	12	3	0	0	0	0	17
Kali-spell	11	7	0	4	7	7	0	4	10	4	0	1	0	0	17	11	6	0	6	6	5	0	2	11	4	0	1	0	0	16
Miles City	7	7	2	5	3	4	0	1	1	1	0	0	0	0	14	5	14	3	6	5	5	0	1	4	2	0	0	0	1	18
Mis-soula	9	6	2	1	6	6	0	0	5	8	0	3	1	0	11	13	9	0	16	4	2	0	0	0	1	0	2	1	0	18
TOTAL	63	44	14	36	31	26	3	16	49	20	1	23	1	2	81	73	62	14	49	43	37	0	16	65	18	1	20	1	3	110

Form 1
Revised - September 1979

APPENDIX C

STUDENT BACKGROUND INFORMATION

Information Column Number	Type of Information	Way to Record Information
(1)	Age	Age to nearest half year, i.e., 16, 16 1/2, 17.
(2)	Sex	F = Female M = Male
(3)	Years in High School	Number of years in high school before entry to program, i.e. -- 0 (ninth grade) 1, 1 1/2, 4 (four previous years) etc.
(4)	Grade Point Average (GPA)	Grade point average before entry to program.
(5)	Paid or Unpaid Status	P = Paid U = Unpaid
(6)	Ethnicity	Use the following codes: 1 = American Indian or Aleut 2 = Black or Afro-American 3 = Filipino 4 = Mexican-American or Chicano 5 = Puerto Rican 6 = Other Latin-American origin 7 = Asian-American or Oriental 8 = White or Caucasian 9 = Other
(7)	Previous Semesters in EBCE	Number of previous semesters the student has been enrolled in EBCE.

APPENDIX D

DIRECTIONS FOR ENTERING INFORMATION ON FORM 2

Student Exit/Completion Data

Information Column Number	Type of Information	Way to Record Information
1	Number of projects completed	Enter number of projects completed
2	Number of private sector job sampling (explorations)	Enter number of different sites visited in private sector job sampling (explorations)
3	Number of public sector job sampling (explorations)	Enter number of different sites visited in public sector
4	Hours in public sector job sampling (explorations)	Enter number of hours sepnt in public sector job sampling (exploration)
5	Hours in private sector job sampling (exploration)	Enter number of hours spent in private sector
6	Hours of work experience	Enter number of hours of work experience
7	Credits	Enter number of credits earned this semester in program
8	End of semester status	Enter using following codes: G = Graduated C = Completed EBCE and still in school W = Withdrew from EBCE before completion but still in school M = Moved away D = Dropped from school
9	Number of semesters in EBCE	Enter total number of semesters the student has been enrolled in EBCE

To be completed by studerts when they leave and/or complete the program.

APPENDIX E

STUDENT PERCEPTIONS SURVEY

SCHOOL_____ STUDENT ID #_____

This questionnaire asks you your opinions about the Experience-Based Career Education Program. The answers from all students will be used to determine how well the program is doing now and how to improve it in the future. Your responses will be treate: as strictly confidential. Thank you for your time.

Instructor: Detach Name Before Sending to Great Falls

Name: _____

Date: _____

School: _____

1. ACTIVITIES AT YOUR REGULAR JOB-SITE

How well did different parts of career education work? Following are two lists of activities in the program. Please rate each item as to how successful it was in your own experience by circling one number on each line.

	Not at all successful for you				Very Successful for you
a. Learning from other people at the site	1	2	3	4	5
b. Learning about possible careers	1	2	3	4	5
c. Improving basic skills (reading, math, writing)	1	2	3	4	5
d. Learning about myself	1	2	3	4	5
e. Managing your own time	1	2	3	4	5
f. Meeting with the HRDC Youth Counselor	1	2	3	4	5
g. Evaluating your own work	1	2	3	4	5
h. Learning to make decisions	1	2	3	4	5
i. Planning for a future career	1	2	3	4	5
j. Learning to communicate effectively with adults	1	2	3	4	5

2. ACTIVITIES IN YOUR CAREER EDUCATION CLASS AND JOB EXPLORATIONS

	Not at all successful for you				Very successful for you
a. Learning from people at job sites	1	2	3	4	5
b. Learning about possible careers	1	2	3	4	5
c. Improving basic skills (reading, math, writing)	1	2	3	4	5
d. Learning about yourself	1	2	3	4	5
e. Managing your own time	1	2	3	4	5
f. Meeting with the HRDC Youth Counselor	1	2	3	4	5
g. Evaluating your own work	1	2	3	4	5
h. Learning to make decisions	1	2	3	4	5
i. Planning for a future career	1	2	3	4	5
j. Learning to communicate effectively with adults	1	2	3	4	5
k. Planning projects	1	2	3	4	5
l. Carrying out projects	1	2	3	4	5
m. Meeting with Field Learning Coordinator	1	2	3	4	5
n. Showed the need for basic skills in getting and holding a job	1	2	3	4	5

3. HOW HELPFUL WAS THE CAREER EDUCATION PROGRAM IN YOUR OWN EXPERIENCE?

(Circle one number on each line)

	Very Little	Little	Much	Very Much
a. Did the career education program this year give you much opportunity to find out more about your career-related interests, abilities, and values?	1	2	3	4
b. Did the career education program this year help you to learn about matching what you know about yourself with future career possibilities?	1	2	3	4
c. In the career education program this year, how much were you expected to plan your own activities and manage your own time?	1	2	3	4
d. In the career education program this year, how much were you expected to judge your own behavior and to accept responsibilities for actions you took?	1	2	3	4
e. Did the career education program this year help you to improve your skills in getting along with and working with adults?	1	2	3	4
f. In comparison with your past experiences in school, how motivated were you to learn in the career education program?	1	2	3	4
g. Whether or not you have decided what you're going to do after high school has this class made you aware of more job or learning opportunities open to you?	1	2	3	4

STUDENT ID #	CAREER DEVELOPMENT CHECKLIST SEMESTER SUMMARY	Few or no activities toward this goal	Some unplanned activities toward this goal	Some planned activities toward this goal	Project activities focused on this goal	No or little Growth	Some Growth	Much Growth
Instructions: At the completion of a project, the student and FLC should agree on ratings of the student's activities and growth in each area below. This form should represent a summary of the checklists completed during the semester.								
RATIONALE - Growth in career development is a primary goal of this program. In particular it is desired that: (Circle one number on each scale)								
1. Students will have a positive attitude toward planning their future education, careers, and lifestyles.	ATTITUDE TOWARD PLANNING	1	2	3	4	1	2	3
2. Students will demonstrate a positive attitude toward continued and active learning.	ATTITUDE TOWARD LEARNING	1	2	3	4	1	2	3
3. Students will demonstrate increased knowledge of the duties, requirements, and benefits of careers they explore.	CAREER KNOWLEDGE	1	2	3	4	1	2	3
4. Students will begin to develop, or will clarify, their career goals by relating information about career options to information about their own interests and abilities.	CAREER PLANNING	1	2	3	4	1	2	3
5. Students will demonstrate self-reliance and ability to function responsibly and independently in daily activities.	SELF-RESPONSIBILITY	1	2	3	4	1	2	3
6. Students will increase in the awareness of their interests, abilities, and values.	SELF-KNOWLEDGE	1	2	3	4	1	2	3
7. Students will develop or begin to develop job seeking and job holding skills; For Example: filling out applications, interviewing, getting along with co-workers, relating to persons in positions of authority.	JOB SKILLS	1	2	3	4	1	2	3

APPENDIX G

Program Activities Checklist
(To be completed by FLC at the end of each semester-One per student)

Student ID # _____ School _____

To what extent did this student become involved in the following activities

	Did not do this	Completed minimum requirement or did it only once	Did this frequently
1. Read articles about the career or business (s)he is exploring.			
2. Read a Resource Guide and demonstrate understanding of its format and content.			
3. At a job site, read and comprehend materials used by persons to prepare for and do their job.			
4. Complete satisfactory project sketch(es).			
5. Write letters requesting information and/or thanking resource persons for their assistance.			
6. Complete job application form(s).			
7. Transact business on telephone, e.g., make appointment with resource person stating name, purpose for calling, and areas of interest			
8. Explain to a resource what (s)he wanted to learn at the site.			
9. Answer questions about learning activities, explaining what (s)he was doing and why.			

RESOURCE POOL SUMMARY
(Completed by Field Learning Coordinators or HRDC)

Department of Labor Occupational Categories	Number of Job Sampling Sites available (Sites developed)		Number of Sites Actually Used		Number of Students who did Sampling in each area			
	Private Sector	Public Sector	Private Sector	Public Sector	Private Sector Boys	Private Sector Girls	Public Sector Boys	Public Sector Girls
Professional, Technical and Managerial Occupations								
Clerical and Sales Occupations								
Service Occupations								
Agricultural, Fishery, Forestry, and Related Occupations								
Processing Occupations								
Machine Trades Occupations								
Benchwork Occupations								
Structural Work Occupations								
Miscellaneous Occupations								

CITY/TOWN: _____

DATE: _____

114 _____
(Name of Person completing survey)

☐ HRDC Counselor

☐ Field Learning Coordinator

115

Attached to this form are copies of D.O.T. pages showing occupational divisions. This should help in catagorizing sites if you aren't already using the D.O.T. system

SUMMARY LISTING OF OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

OCCUPATIONAL CATEGORIES

0/1	Professional, technical, and managerial occupations
2	Clerical and sales occupations
3	Service occupations
4	Agricultural, fishery, forestry, and related occupations
5	Processing occupations
6	Machine trades occupations
7	Benchwork occupations
8	Structural work occupations
9	Miscellaneous occupations

TWO-DIGIT OCCUPATIONAL DIVISIONS

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

00/01	Occupations in architecture, engineering, and surveying
02	Occupations in mathematics and physical sciences
04	Occupations in life sciences
05	Occupations in social sciences
07	Occupations in medicine and health
09	Occupations in education
10	Occupations in museum, library, and archival sciences
11	Occupations in law and jurisprudence
12	Occupations in religion and theology
13	Occupations in writing
14	Occupations in art
15	Occupations in entertainment and recreation
16	Occupations in administrative specializations
18	Managers and officials, n.e.c.
19	Miscellaneous professional, technical, and managerial occupations

CLERICAL AND SALES OCCUPATIONS

20	Stenography, typing, filing, and related occupations
21	Computing and account-recording occupations
22	Production and stock clerks and related occupations
23	Information and message distribution occupations
24	Miscellaneous clerical occupations
25	Sales occupations, services
26	Sales occupations, consumable commodities
27	Sales occupations, commodities, n.e.c.
29	Miscellaneous sales occupations

SERVICE OCCUPATIONS

30	Domestic service occupations
31	Food and beverage preparation and service occupations
32	Lodging and related service occupations
33	Barbering, cosmetology, and related service occupations
34	Amusement and recreation service occupations
35	Miscellaneous personal service occupations
36	Apparel and furnishings service occupations
37	Protective service occupations
38	Building and related service occupations

AGRICULTURAL, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

40	Plant farming occupations
41	Animal farming occupations
42	Miscellaneous agricultural and related occupations
44	Fishery and related occupations
45	Forestry occupations
46	Hunting, trapping, and related occupations

PROCESSING OCCUPATIONS

50 Occupations in processing of metal
51 Ore refining and foundry occupations
52 Occupations in processing of food, tobacco, and related products
53 Occupations in processing of paper and related materials
54 Occupations in processing of petroleum, coal, natural and manufactured gas, and related products
55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products
56 Occupations in processing of wood and wood products
57 Occupations in processing of stone, clay, glass, and related products
58 Occupations in processing of leather, textiles, and related products
59 Processing occupations, n.e.c.

MACHINE TRADES OCCUPATIONS

60 Metal machining occupations
61 Metalworking occupations, n.e.c.
62/63 Mechanics and machinery repairers
64 Paperworking occupations
65 Printing occupations
66 Wood machining occupations
67 Occupations in machining stone, clay, glass, and related materials
68 Textile occupations
69 Machine trades occupations, n.e.c.

BENCHWORK OCCUPATIONS

70 Occupations in fabrication, assembly, and repair of metal products, n.e.c.
71 Occupations in fabrication and repair of scientific, medical, photographic, optical, horological, and related products
72 Occupations in assembly and repair of electrical equipment
73 Occupations in fabrication and repair of products made from assorted materials
74 Painting, decorating, and related occupations
75 Occupations in fabrication and repair of plastics, synthetics, rubber, and related products
76 Occupations in fabrication and repair of wood products
77 Occupations in fabrication and repair of sand, stone, clay, and glass products
78 Occupations in fabrication and repair of textile, leather, and related products
79 Bench work occupations, n.e.c.

STRUCTURAL WORK OCCUPATIONS

80 Occupations in metal fabricating, n.e.c.
81 Welders, cutters, and related occupations
82 Electrical assembling, installing, and repairing occupations
84 Painting, plastering, waterproofing, cementing, and related occupations
85 Excavating, grading, paving, and related occupations
86 Construction occupations, n.e.c.
89 Structural work occupations, n.e.c.

MISCELLANEOUS OCCUPATIONS

90 Motor freight occupations
91 Transportation occupations, n.e.c.
92 Packaging and materials handling occupations
93 Occupations in extraction of minerals
95 Occupations in production and distribution of utilities
96 Amusement, recreation, motion picture, radio and television occupations, n.e.c.
97 Occupations in graphic art work

APPENDIX I

Parent Telephone Interview

Individual Responding to Questions

Parent_____

Counselor_____

Cottage Parent_____

Other_____

City/Town_____

Student ID No._____

FLC/HRDC - Please indicate the number of semesters student has been in the program ☐

(1) Do you think that visiting several work places of interest will help your son or daughter in deciding what to do after high school?

Yes_____ No_____ Don't know_____

(2) Did your son or daughter talk to you much about what he or she was doing in the EBCE program?

Yes_____ No_____ Don't know_____

(3) In your opinion, did your son or daughter learn much about possible jobs and careers in the BECE program this spring?

Yes_____ No_____ Don't know_____

(4) In your opinion did your son or daughter become more aware of skills necessary to be able to keep a job: like how to dress, being on time, listen to and follow instructions?

(5) If you had it to do over again, would you want your son or daughter to participate in the EBCE program again?

Yes_____ No_____ Don't know_____

(6) Any other comments about the EBCE program?

_____

_____

APPENDIX J

District and School Staff Questionnaire Instructions

This questionnaire should be completed at or near the end of the school year. The following sampling pattern is suggested, but may need to be adjusted since districts vary in size and structure. The questionnaire should not go to individuals directly responsible for the program.

Adiministrators (4)

1. At least one administrator from the central office/district office. (e.g. Superintendent, vocational coordinator, etc.)

2. Building principal or vice principal.

Counselors (4)

Teachers (5)

Five department chairmen, if possible each representing a different subject area.

DISTRICT AND SCHOOL STAFF QUESTIONNAIRE
(End of Year)

City/Town: _____

Your Position: (check one)

_____ Administrator

_____ Counselor

_____ Teacher

_____ Other Staff

1. What best describes your opinion of the Experience-Based Career Education (EBCE) program that has been operating at the high school this year?

_____ I think the idea is good and the program is accomplishing some good things

_____ I think the idea is good but I don't think the program is yet accomplishing much

_____ I don't think the idea is much good, but the program seems to be accomplishing some good things

_____ I don't think the idea is much good and I don't think it is accomplishing much

_____ I've not yet formed an opinion about the EBCE program

2. Which of the following have been your main source(s) of information about the EBCE program?

_____ a. EBCE teacher/supervisor in your building

_____ b. Other school staff

_____ c. Building administrator

_____ d. Central administrative personnel

_____ e. Students

_____ f. Printed material

APPENDIX K

MONTANA CETA EXPERIENCE BASED CAREER EDUCATION
FIELD LEARNING PROGRAM
RESOURCE OPINION SURVEY 1980

CAREER AREA: _____ PUBLIC SECTOR: _____ (check one)

CITY OR TOWN: _____ PRIVATE SECTOR: _____

During the current school year, you have been participating with students in a new career preparation program -- Experience-Based Career Education (EBCE). Your contributions to students have helped to make the program possible. Your perceptions of the program will be valuable to the school with whom you are cooperating as well as to the program's funding agency, the Governor's Employment and Training Council. We will be very appreciative if you will take a few minutes to fill out this questionnaire and return it in the attached, pre-addressed envelope. We are evaluating the programs statewide. All information will be treated confidentially; it is not necessary to sign your name. Thank you for your cooperation.

1. How many different students have you hosted this school year? _____

2. In general, what did students do at your site? Please circle the number that is the best estimate of the amount of students' time spent in that activity.

(Circle one number on each line)

	No time	Little time (less than 10%)	Some time (10-25%)	Much time (more than 25%)
Planning their site activities	1	2	3	4
Talking about jobs and careers	1	2	3	4
Observing site activities	1	2	3	4
Participating in site activities	1	2	3	4
Learning job or career skills	1	2	3	4
Talking about personal interests	1	2	3	4
Other activities (Please specify	1	2	3	4

3. From your own observation, how much do you feel that your site has been able to offer students in the way of learning experiences?

(Circle one number on each line)

How much opportunity did the students have to learn in the area of:	None	Little	Some	A Lot
a. Learning about careers and jobs	1	2	3	4
b. Learning job-seeking skills	1	2	3	4
c. Learning how to do a particular job	1	2	3	4
d. Improving reading skills	1	2	3	4
e. Improving writing skills	1	2	3	4
f. Improving listening and speaking skills	1	2	3	4
g. Thinking through and solving problems	1	2	3	4
h. Improving skills in working with adults	1	2	3	4

4. Generally speaking, how valuable do you think this kind of experience is for students?

(Circle one number)

Not valuable			Very valuable
1	2	3	4

5. Do you plan to continue to participate with students another year?

(Circle one number)

Definitely no			Definitely yes
1	2	3	4

6. If there are any comments or suggestions you would like to make, feel free to use the space below and the back of this page.

APPENDIX L
(Part I)

PROGRAM ACTIVITIES CHECKLIST
Teacher Ratings of Students

	Read Articles			Read and Understand Resource Guide			Read & Comprehend Materials at Job Site			Satisfactory Project Sketches			Written Letters			Application Forms		
	Did Not Do	Completed Min. Requirements	Did Frequently	Did Not Do	Completed Min. Requirements	Did Frequently	Did Not Do	Completed Min. Requirements	Did Frequently	Did Not Do	Completed Min. Requirements	Did Frequently	Did Not Do	Completed Min. Requirements	Did Frequently	Did Not Do	Completed Min. Requirements	did Frequently
Butte	1	4	16	2	4	15	3	4	14	5	4	12	6	8	7	0	5	16
Glendive	4	3	3	1	7	2	4	1	5	0	7	3	0	6	4	0	6	3
Great Falls	6	7	3	4	11	1	7	7	2	5	11	0	8	7	1	15	1	0
Havre	3	6	4	0	1	12	2	8	3	0	2	[illegible]	2	11	0	1	12	0
Helena	0	6	4	0	1	9	1	5	4	1	1	8	10	0	0	9	1	0
Kalispell	0	0	17	0	0	17	0	1	16	0	0	17	0	2	15	1	16	0
Miles City	2	12	5	1	7	11	4	7	8	4	9	6	12	4	3	3	12	4
Missoula	1	11	6	3	10	4	5	5	8	0	10	8	9	4	4	1	10	6
TOTAL	17	49	58	11	41	71	26	38	60	15	44	65	47	42	34	35	58	29
Percent	14	40	47	9	33	58	21	31	48	12	35	52	38	34	28	29	48	24

APPENDIX L
(Part II)

PROGRAM ACTIVITIES CHECKLIST
Teacher Ratings of Students

	Using Telephone for Business			Explaining Goals to Resource			Answering Questions		
	Did Not Do	Completed Min. Requirements	Did Frequently	Did Not Do	Completed Min. Requirements	Did Frequently	Did Not Do	Completed Min. Requirements	Did Frequently
Butte	5	10	6	5	7	9	5	3	13
Glendive	0	5	5	1	5	4	0	3	7
Great Falls	5	8	3	6	9	1	6	6	4
Havre	0	2	11	1	6	6	1	4	8
Helena	1	4	5	1	5	4	1	5	4
Kalispell	0	0	17	0	0	17	0	0	17
Miles City	3	9	7	3	9	7	6	8	5
Missoula	3	4	11	3	7	9	3	9	7
TOTAL	17	42	65	19	48	57	21	38	65
Percent	14	34	52	15	39	46	17	31	53

APPENDIX M

Summary for All Sites

In general, what did students do at your site? Please circle the number that is the best estimate of the amount of students' time spent in that activity.

	No Time	Little Time (Less Than 10%)	Some Time (10-25%)	Much Time (More Than 25%)
Planning their site activities	12	37	30	10
Talking about jobs & careers	0	19	33	40
Observing site activities	6	4	31	50
Participating in site activities	14	14	25	40
Learning job or career skills	11	17	24	40
Talking about personal interests	5	27	37	23
Other activities (Please specify)	9	7	11	9

From your own observation, how much do you feel that your site has been able to offer students in the way of learning experiences?

	None	Little	Some	A Lot
Learning about careers & jobs	0	7	38	46
Learning job-seeking skills	14	20	40	17
Learning how to do a particular job	10	12	32	47
Improving reading skills	30	31	24	6
Improving writing skills	34	28	22	7
Improving listening & speaking skills	12	18	28	34
Thinking through & solving problems	14	17	32	27
Improving skills in working with adults	8	12	23	47

RESULTS OF PARENT TELEPHONE INTERVIEW

		Butte	Glendive	Great Falls	Havre	Helena	Kalispell	Miles City	Missoula	
Visiting several work places will help decide what to do after High School.	Yes	15	7	17	6	7	25	15		92 Total 92 %
	No	2	0	0	0	0	0	0		2 Total 2 %
	Don't Know	2	1	0	0	0	2	1		6 Total 6 %
Did your child talk much about what he/she was doing in the EBCE program?	Yes	16	6	12	6	3	24	13		79 Total 79 %
	No	3	2	5	0	4	3	2		19 Total 19 %
	Don't Know	0	0	0	0	0	0	2		2 Total 2 %
Did your child learn much about possible jobs and careers in the EBCE program?	Yes	13	8	15	4	5	24	14		83 Total 82 %
	No	2	0	0	0	0	0	0		2 Total 2 %
	Don't Know	4	0	2	2	2	3	3		16 Total 16 %
Did your child become more aware of the skills necessary to keep a job: dress, on time, follow instructions?	Yes	15	8	16	5	7	27	12		90 Total 95 %
	No	3	0	0	0	0	0	1		1 Total 1 %
	Don't Know	1	0	0	0	0	0	3		4 Total 4 %
Would you want your son/daughter to participate again?	Yes	17	8	16	6	7	26	15		95 Total 95 %
	No	1	0	0	0	0	1	1		1 Total 1 %
	Don't Know	1	0	1	0	0	1	1		5 Total 5 %

APPENDIX N

APPENDIX O-

"Non-Traditional Occupations Workshop"

November 13-16, 1979

Fairmont Hot Springs
Anaconda, Mt. 59711
Ph. 797-3241

MEETING ROOM #103

Trainers: Sally Moore, Margaret English, Dennis Dulniak, Penelope Loucas, and Cyndy Olsen

A staff development workshop sponsored by the Great Falls School District, Career and Vocational Education Department.

A workshop funded through a grant from the Governor's Employment and Training Council, C.E.T.A. prime sponsor for the Montana Department of Labor.

A G E N D A

Tuesday, November 13

9:00 a.m.	Registration Introductions Announcements Agenda Overview Penelope Loucas, State Coordinator
9:45 a.m.	Group Brainstorming
10:00 a.m.	Sharing Ideas on Individualizing EBCE Reports From Each Site
10:30 a.m.	COFFEE BREAK
10:45 a.m.	Sharing Ideas, Reports from Sites, con't
12:00 Noon	LUNCH
1:00 p.m.	Small Groups Learning Coordinators and HRDC Counselors Sharing Ideas & Problem-Solving Penelope Loucas and Cyndy Olsen
2:30 p.m.	COFFEE BREAK
2:45 p.m.	Using Small Groups-Self Concept Exercises Classroom Strategies Penelope Loucas
4:00 p.m.	End of afternoon session

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E V E N I N G A G E N D A

8:00-10:00 p.m.	Sally Moore, Workshop Facilitator Advantages and Disadvantages of Being A Stereotyped Male/Female--An experiential look at the harms and benefits of being a stereotyped woman or man.

A G E N D A

Wednesday November 14 — Sally Moore, Workshop Facilitator

8:45 a.m.	Manhood and Womanhood-What Are They? How important is sex identity? Is it tied to role? temperament? physical differences? What's the connection between sex roles and homosexuality?
10:15 a.m.	COFFEE BREAK
10:30 a.m.	How Sex Bias Hurts Men - - or, Men Are People, Too! Are heart attacks and ulcers the birthright of men? Must they be cut off from their children? Do women have freedoms that are denied to men?
12:00 Noon	LUNCH
1:00 p.m.	Family and Work. Family structure and values-changing and unchanging. Where is the American family going?
2:15 p.m.	Three Themes for Lifetime Planning- The special needs of disadvantaged girls and boys. How we keep poor people poor. The importance of options for everyone.
3:00 p.m.	COFFEE BREAK
3:15 p.m.	Men's Work-Women's Work. Vocational Education: pioneering students in vocational education. Men and women in the work force.
6:30 p.m.	BANQUET
7:00 p.m.	Non-Traditional Workers Panel & Speakers Carol Busch, Apprenticeship Bureau-Moderator

A G E N D A

Thursday, November 15 — Margaret S. English, Workshop Facilitator. Margaret is Director of the Striving for Equality in Education Institute (S.E.E.) at Rocky Mountain College in Billings.

9:00 a.m.	Language--Does It Matter?
10:15 a.m.	COFFEE BREAK
10:30 a.m.	Identifying Sex Bias in Textbooks Ten Quick Tips and a practice exercise to help educators recognize bias in print.
12:00 Noon	LUNCH
1:00 p.m.	Hidden Curriculum--What are the unconscious, well-intended behaviors that stop students' expectations?
2:00 p.m.	Classroom Strategies Creative classroom ideas for expanding expectations
2:45 p.m.	COFFEE BREAK
3:00 p.m.	"Preparing Students for Apprenticeships" Carol Busch, Apprenticeship Bureau, Department of Labor, Helena, Montana.

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A G E N D A

Friday, November 16 — Mr. Dennis J. Dulniak, Workshop Facilitator. Dennis is Assistant Registrar at Montana State University in Bozeman. He conducts various career goal-planning workshops on campus.

9:00 a.m.	"Career Facilitation Exercises"
10:30 a.m.	COFFEE BREAK
10:45 a.m.	Career Facilitation Exercises
12:00 Noon	Workshop Review Penelope Loucas
12:15 p.m.	End of Training Session

PEANUTS

WHERE ARE WE GOING NOW?
TO LOOK AT A CAR WASH
THAT BARBER WORKED HARD, DIDN'T HE? HE HAD TO STAND THERE ALL DAY CUTTING HAIR
THAT'S WHY WE HAVE FIELD TRIPS..
TO SHOW US WHAT JOBS TO AVOID!